

Silent Worker

VOL. VII.

TRENTON, N. J., JUNE, 1895.

NO. 10

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LOOK OUT!

Beginning with next September the SILENT WORKER will publish
a serial story entitled

"In The Mystic Land of Silence"

by Ernest J. D. Abraham, editor of the *British Deaf-Mute*. It will
be illustrated with fine engravings by Alex. McGregor, a deaf artist
of no mean ability. The story is full of weird adventures in an
unknown land and is interesting throughout.

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who can read should not fail to get the story in full. In order to do
so, subscriptions should be sent in not later than September.

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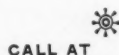
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Silent Worker.

VOL. VII.

TRENTON, N. J., JUNE, 1895.

NO. 10

Written for THE SILENT WORKER.

NEW JERSEY STATE SCHOOL FOR DEAF-MUTES.

A Pen Sketch of the New Building
Just Opened for the Industrial and
Physical Training of Deaf-Mutes.
Accompanied by some Illustrations.

THE importance to the deaf of industrial training has been strongly felt by the management of this school from the outset. The subject was presented to the Board of Trustees in the earliest reports submitted to them by the Principal, and a beginning was made

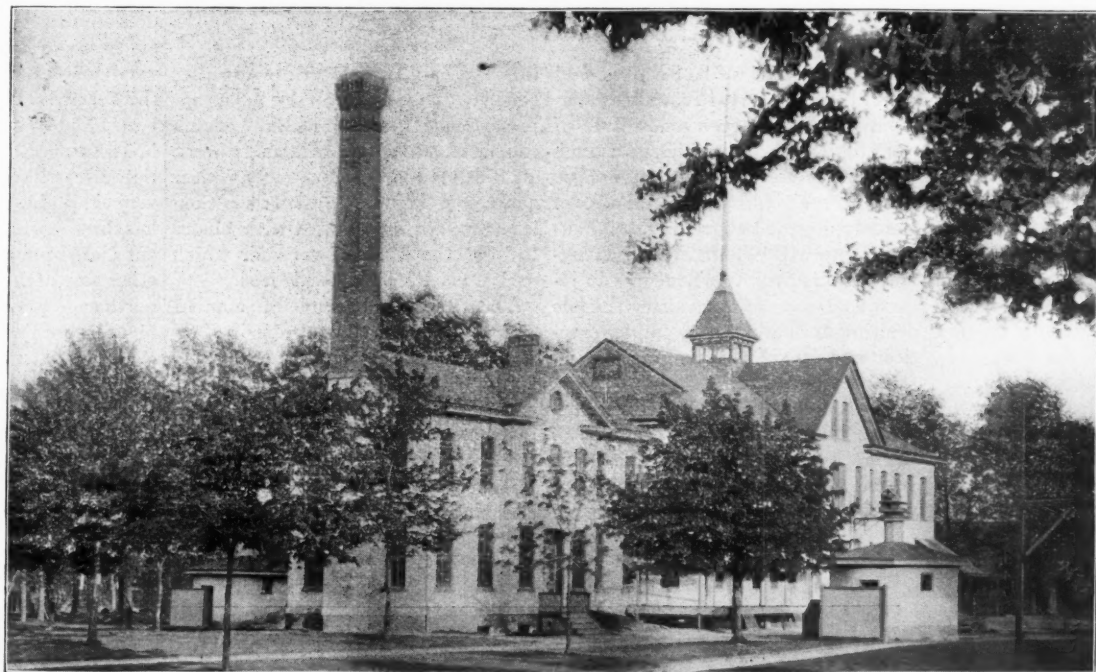
In 1893 an appropriation of \$15,000 was secured from the Legislature for this purpose, but it was not until the summer of 1894 that it was found practicable to begin the erection of the building. In the meanwhile, the Building Committee of the Board had given much time and thought to the problems connected with the subject, having had reports made to them as to the needs of the school, having visited other institutions and having learned from all possible sources what is possible and what is most desirable to do for the pupils of such a

above its top. The exterior, while not showy or ambitious, is thus, as our illustration will show, dignified and eminently appropriate—more so than a highly ornate structure would have been.

In the quality of material employed and in the strength and rigidity of construction the building may serve as a model for its purpose. It would be tedious to cite particulars at length but those with a knowledge of building will appreciate the meaning of such details as "yellow pine girders under first floor, 8 by 12 inches, first

ly trained instructor. The situation of the gymnasium makes it easy to heat in winter while it will be cool in summer. The floor space is ample for the movements of a class in drill, and in recreation hour all the pupils of one sex will find room for exercise.

The first floor is entered on the north-east and on the south-west corners, the first named entrance being for the girls and the other for the boys. There is also a door on the south-east for putting in lumber or other heavy supplies. A hallway 5 ft.



INDUSTRIAL BUILDING—NEW JERSEY SCHOOL FOR DEAF-MUTES.

in this direction by the instruction of a few boys in shoemaking in the second year after the opening of the school. A few years later a small printing outfit was bought and put into operation. Wood-working and sewing and dressmaking were also taught to some extent, but the cramped quarters and insufficient equipment prevented any very large measure of success. The funds, too, at the command of the Board were insufficient for the satisfactory development of a system of industrial education. When the control of the school passed into the hands of the State Board of Education, in 1891, that body, finding how affairs stood, resolved to provide for this institution the means for reaching the highest results in the line of manual and industrial education.

school, in this branch of its work. Having reached a decision, they caused plans to be drawn for the proposed building by Mr. H. E. Finch, of Trenton, an architect who is known as a designer of practicable, substantial buildings, and whose estimates of cost have always been found to correspond very closely with the actual expenditure. The contract for the building was awarded to Mr. D. I. Cubberly of Trenton, and work was begun in August last.

The building measures on the outside 42 ft., 9 in. in width by 89 feet in length, is of brick covered with "rough-cast," and is two stories high with a basement and attic. The roof is framed to correspond with that of the laundry, to which it is joined, and is surmounted by a ventilator from which springs a flag-staff, 36 feet

and second floor joist, hemlock, 3 by 12 inches, set 12 inches on centres, each girder and every fourth joist tied into wall by wrought-iron angle anchors of $\frac{1}{2}$ by 2 in. iron, 14 in. long on the joist and 12 in. on the wall."

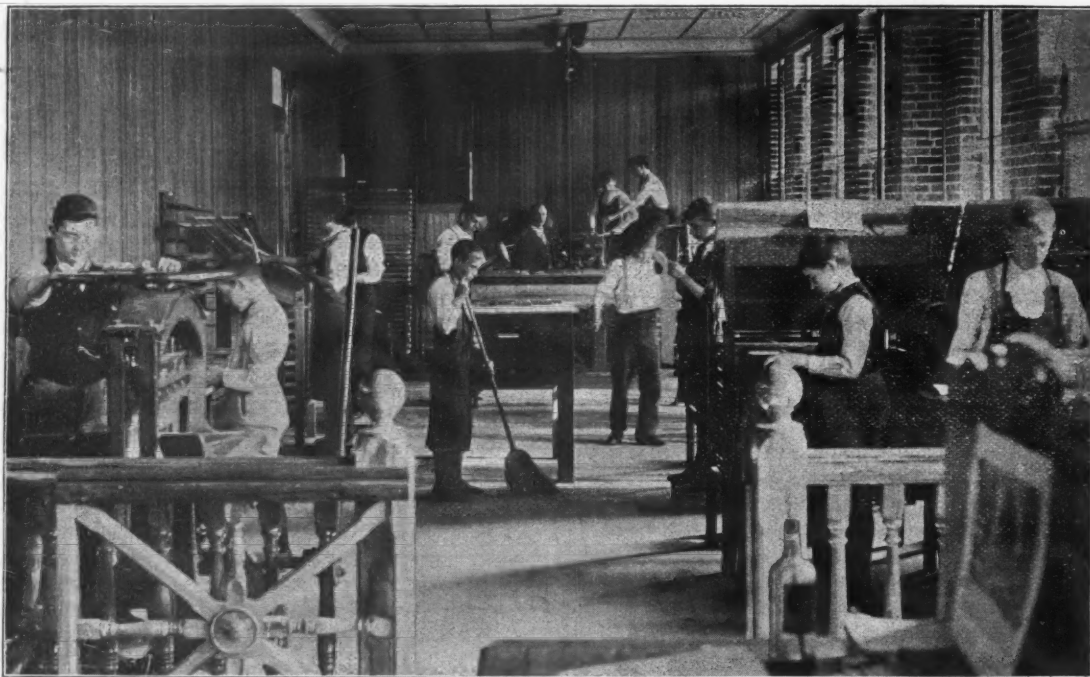
The whole basement, except about ten feet at the north end, cut off for a coal cellar and for an entrance on the east-side, is devoted to the purpose of a gymnasium. This large room is fitted up, as our engraving will show, with all the apparatus necessary for physical training and exercise.

Every thing in this department is of the very best quality, and that the pupils may get the best results from their exercise, they have been furnished, both boys and girls, with uniforms of the most approved material and pattern. The Swedish system will be used, under a thorough-

6 in. wide runs north and south the whole length of the building, and a stairway at either end leads to the second story. The whole west-side of the first floor, about 70 ft. by 16 ft. 6 in. is devoted to the department of printing.

Of this space 12 ft. in length is partitioned off for a composing room for female pupils, of whom a class will be formed next Autumn. Next comes the Editor's office, 14 feet in width, separated by a railing from the composing room, which, besides the cases, contains a Gordon foot-power press, a paper-cutting machine, cabinets, imposing-stones and the usual etceteras of a printing office. Another railing separates the composing room from the press-room, the pride of the department.

Printing from engraved plates, es-



PRINTING OFFICE—NEW JERSEY SCHOOL FOR DEAF-MUTES.

pecially by the half-tone process, requires great care and delicacy in their treatment. Considerable judgment must be exercised in the selection of ink and paper, much thought given to the rollers and the make-ready, in order to obtain the best results. Not only this, but a press specially designed for such work is necessary, that is, a press which has an inking apparatus that will distribute the ink evenly and finely over the form.

After careful investigation, including visits to the sales-rooms of leading manufacturers and to places where the several machines could be seen in operation, we have secured what we believe to be the very best machine for the purpose of an institution which aims to give the best possible instruction in printing.

It is a Cottrell two-revolution, four-roller pony press with front fly delivery. It combines two presses in one—that is, it combines the speed of the smaller pony with the fine printing qualities of the larger four-roller press. For further particulars concerning this machine, we refer to C. B. Cottrell & Son, whose advertisement appears on another page.

Not only the press but the paper is a factor of importance in turning out fine printing, and the quality furnished the SILENT WORKER by Messrs. H. Lindenmeyr & Sons is all that could be wished. Messrs. F. A. Ringler & Co., of New York, have done the engraving of the many fine cuts which have appeared of late months on our pages.

Among the other things secured for the Printing office is a very cheap but practical engraving and stereotyping outfit, purchased from the Hoke Engraving Plate Co. of St. Louis. With this outfit no skilled engraver is needed. Anyone who can draw can produce pictures by this means. In se-

curing this outfit we had a three-fold object in view—(1) to illustrate school-room work, (2) to open a new line of work to the art pupils which is of much practical value, and (3) to give those learning the art of printing an idea of stereotyping and engraving. On another page will be found the advertisement of this firm to whom we can recommend any of our sister schools desiring to purchase a simple, practical and inexpensive engraving and stereotyping outfit.

The wood-working department occupies two rooms on the east side of the first floor,—a storage room about 20 feet long and the working room, which is 37 ft. 8 in. long by 16 ft. 6 in. wide—the width, by the way, of all the rooms in the building. In

this large room, besides the working benches, which are of the most approved model, are a fine lathe which can be fitted for two persons to work at, if desired, a scroll saw, a mortiser and a grindstone. In the stock-room is a circular saw, fitted with blades to do all the kinds of work for which such a machine can be utilized.

The Russian system of manual training is followed as the basis of instruction, but the pupils are taught to apply their work to practical ends as soon as they are able to do so. The instructor in this branch is Mr. M. Graham Hallock, a graduate of the Manual Training High School of Philadelphia.

It should be said of all the rooms in this building that they are fitted

with closets for every purpose needed, arranged to suit the convenience of the instructor and pupils.

A small room north of the wood-working room is used for the measuring and testing of pupils by the instructor in physical culture, with a view to adapting the prescribed exercises to the special needs of each case.

On the second floor, the whole east side is devoted to the work of the female pupils in sewing and kindred branches.

At the south end is the mending room, where a skilled employe is kept constantly at work, and classes of girls assist her in rotation, each taking one lesson a week. Next comes the stock room, where every thing needed in the sewing department is kept, conveniently arranged. Beyond this is the cutting and fitting room, also fitted up with every thing necessary and convenient for its purpose. The last room on the north is the working room, where classes in sewing, from the most elementary grade up to the making of dresses, are at work in succession for six hours of every school day. The very complete and systematic course of the Teachers' College, New York, has been adopted, and under the tuition of Miss Emma L. Bilbee, who is a practical dressmaker, the girls are making very creditable progress. This room has three sewing-machines and turns out a large amount of work. On the other side of the hall, beginning at the north end, we enter the working room of the shoe department, under Mr. Walter Whalen. This is fitted with benches made to the order of the school, and with heavy frames carrying each three jacks. These are fitted to the varying height of the workers, and are made extra strong to stand the service required of them. According to the theory of instruction adopted in this school, machinery is intro-



CLASS IN SEWING—NEW JERSEY SCHOOL FOR DEAF-MUTES.



DRAWING AND KINDERGARTEN DEPARTMENT—NEW JERSEY SCHOOL FOR DEAF-MUTES.

duced only where the hand work which it supplants can be of no practical use. Sewing machines, a roller and splitter, and machines for punching and eye-letting are the only ones used. The boys are taught to cut out patterns and make the shoes by hand, thus learning thoroughly how the shoe is built up and by this means being fitted, with a little practice, to work at any branch of the trade and especially becoming expert at mending — a line of work which is always open and which always pays well.

Beyond this room are the cutting-room and the stock-room, both completely fitted up with apparatus and storage conveniences. The most southerly of the rooms on this side is the room for instruction in drawing and in kindergarten work under the tuition of Mrs. Frances H. Porter. Drawing is taught, not as an accomplishment, but as a means of mental development and of manual training. The aim is to teach the pupil to see accurately, to make the hand follow the command of the will, and to give him another and a valuable medium for expressing the conceptions of his mind.

It serves also a very useful purpose in connection with the other studies of the school. In advanced classes pupils are required to illustrate by drawings their problems in arithmetic and the objects they study for language or science work. With her little pupils Mrs. Porter uses a course specially adapted to the deaf, one in which the constructive work in paper or in plastic material leads directly to the natural use of language. The objects formed by the pupils are familiar to them and they have many things to say about them. The teacher guides this thought fresh from the child's mind, moulding it into the forms of

English words, which thus become vastly more real and familiar to the child than when learned as a task.

"Finger-plays," concerted movements and other exercises vary the work and all are keenly enjoyed.

The high-pitched roof of the building gives room for an attic, which affords air-space, preventing the stifling effect of the sun beating on a slate roof in hot weather. In case of need this space may be utilized for any one of a number of purposes.

The building throughout is plumbbed in the most careful manner and in

accordance with the best sanitary rules. Hot and cold water are freely introduced where needed and the fixtures are everywhere of the best quality for service. This work was done by Messrs. F. S. Katzenbach & Co., of this city, who also furnished the machinery and tools for the carpentry department.

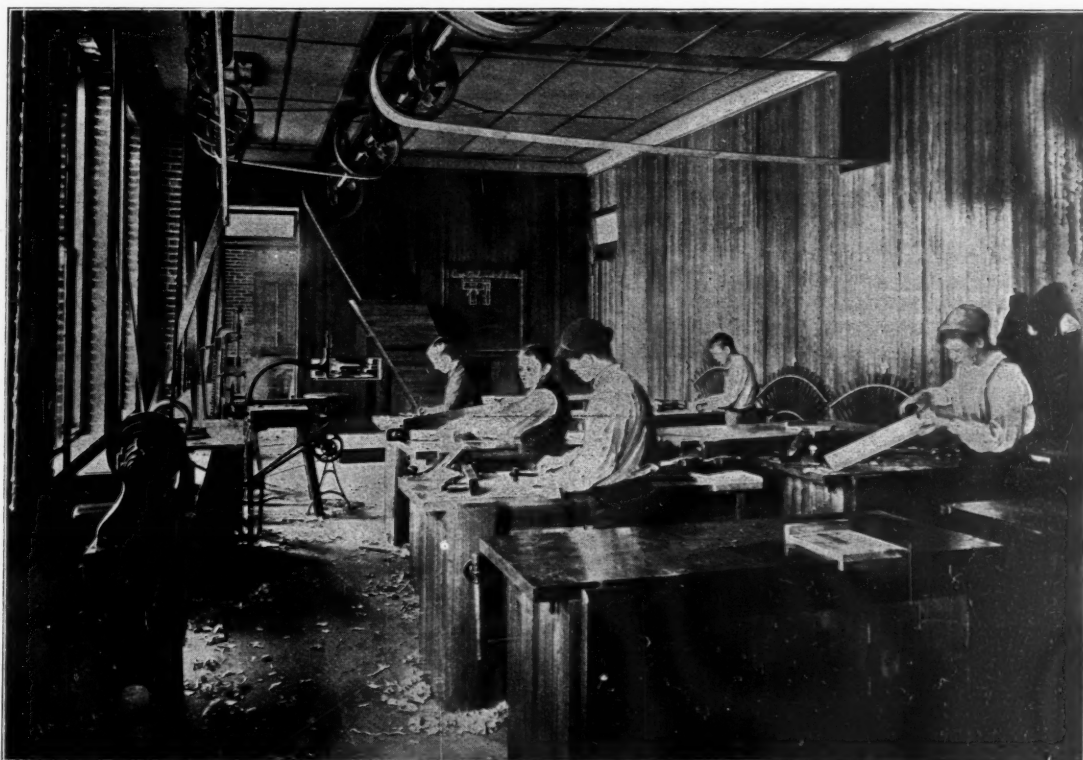
Power for the machinery is furnished by a ten horse-power engine in the basement of the engine house, and is transmitted by a line of shafting down the centre of the building, thence by countershafts to the places

where needed. This plant was also installed by Messrs. Katzenbach, and is highly satisfactory.

The mason work on the building was done by Mr. S. W. Mather, a builder who is well-known in Trenton as a man who hates poor work, and this job is quite in the line of his reputation. The painting was done by Mr. Frank P. Ferry, and like all the rest of the work, is thoroughly good. Indeed the motto of the Board in regard to the material and workmanship to be employed on their buildings is, "Get the Best!" For instance, where a hard finish on floors is desired, the Babcock Elastic Floor Finish is used, and in one case a heavy book-case filled with books was dragged across a floor so treated without leaving a perceptible scratch.

In the whole fitting up of the building the same thoroughness is discernible. Even the minor fittings, as hinges and the like, are of the very best, and if the brick walls in the work-rooms are exposed, it is not at all on the ground of economy, but because this is considered more in keeping with the purpose of the rooms than a finish in plaster or wood. In short, the Board have spared no expense and the Building Committee have not spared their time, taken from active private business, to fit this department for thorough, efficient work.

The ceiling throughout is of corrugated iron, painted in tones to harmonize with the wood-work. This material has the advantages of beauty and of durability, as compared with plaster, while it is more completely impervious to dust than wood, and will not warp or crack.

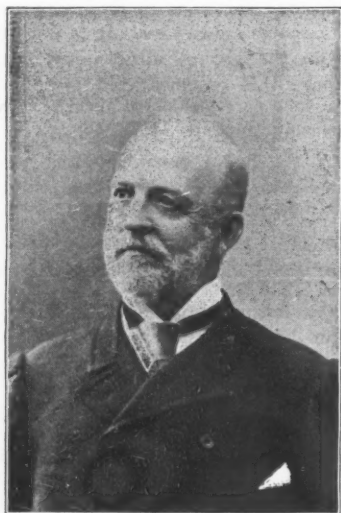


WOOD-WORKING DEPARTMENT—NEW JERSEY SCHOOL FOR DEAF-MUTES.

The floor of the basement is of seasoned maple in strips $2\frac{1}{2}$ inches wide. The other floors of the first and second stories are of best yellow-pine, tongued and grooved. All this lumber was specially selected at the mill in North Carolina for the building, at the order of Mr. Cubberly, who has, all through the course of erection, shown an honest pride in the thoroughness and elegance of his work.

OUR TRUSTEES.

Hon. James L. Hays, the President of the Board, has always been a firm believer in and a strong supporter of the public school system, under which he himself was trained, being a graduate of the Philadelphia High School. He is now entering upon his twentieth consecutive year of service on the School Board of Newark, of which body he has several times been President. He has been a member of the



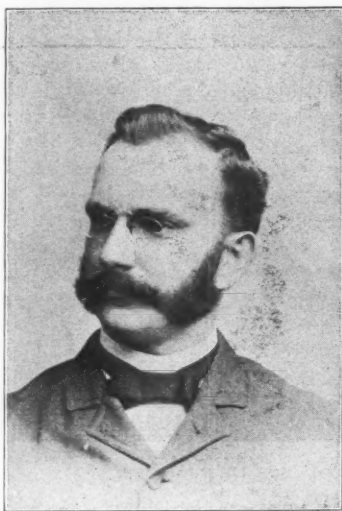
HON. JAMES L. HAYS.
(President.)

State Board of Education for about ten years, and was for a considerable part of that time its Vice-President. He is now serving his second term as its President. His interest in education along the line of manual and industrial training is shown by his earnest efforts to promote such work in Newark by aiding in the establishment of the Technical School, of which he is one of the managing Board.

Mr. Hays has taken considerable interest in public affairs and was for three years a member of the State Senate, representing Essex, the most populous county in New Jersey. However, it is in the work of education that he takes especial interest and it is by his work in connection with that department that he is most widely known.

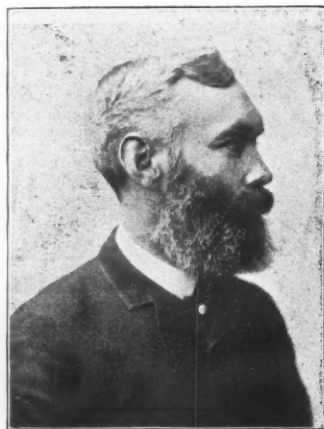
Mr. James M. Seymour, of Newark, the Vice-President of the Board, is the senior partner in the firm of Seymour and Whitlock and is well-known as an inventor and manufacturer of machinery, and a consulting engineer. He has taken considerable interest in municipal affairs, having been elected

Water Commissioner for two terms of three years each, and having been the candidate of his party for Alderman in 1890, and for Mayor in 1893. Whenever he has come before the people he has received a vote much in excess of the regular party strength. In 1891, Gov. Abbett appointed him



WILLIAM R. BARRICKLO.
(Chairman Building Committee.)

to the responsible place of Supervisor of the State Prison for a term of three years. He served on the Board of this school from 1884 to 1891 and always took a warm interest in the welfare of the school and of the children. Gov. Werts appointed him on the Board of Education in 1894. He was elected Vice-President in 1895.

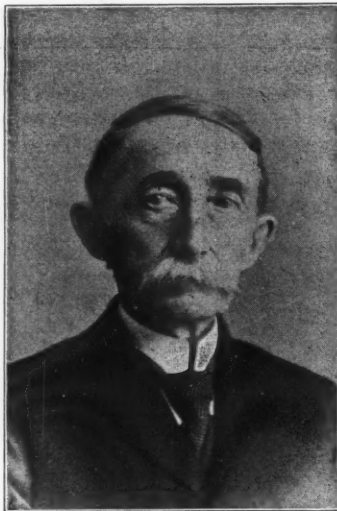


WESTON JENKINS, M.A. (Principal)

In 1888, he was appointed by President Cleveland Commissioner to Spain in connection with the international exhibition held at Barcelona.

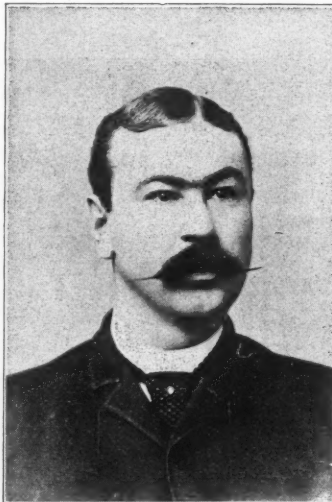
Mr. J. Bingham Woodward, of Bordentown, is a gentleman very widely known through this State in connection with both public and private business affairs and with the system of public education. We can

not undertake to enumerate the financial and industrial enterprises in which he is concerned, but it is with canal transportation that he is chiefly identified. He has also served the state as a member of the Commission appointed to rebuild the State Capitol.



J. BINGHAM WOODWARD.
(Chairman Committee on Grounds and Buildings.)

He has been for twenty years a member of the State Board of Education and although the organization and composition of that board have been altered no less than four times during the period, he has been retained through all the changes. Mr. Woodward is Chairman of the Committee on Grounds and Buildings and



THOMAS HEARNEN, (Steward).

treasurer of the New Jersey State Normal School. He has been active and efficient as a member of the committee having in charge the erection of the new building.

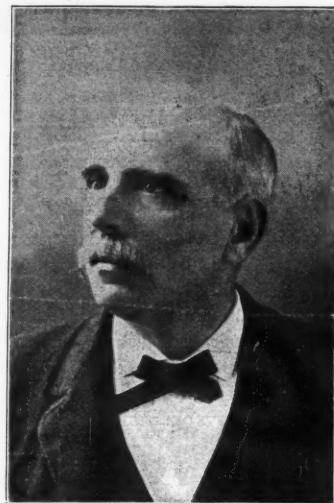
Mr. William R. Barricklo, of Jersey City, is a member of the New York Bar, practising also in New Jersey. He is a Princeton graduate, of the class of 1878. He has been a member of the State Board of Education for several

years and is Chairman of the Committee on Finance and Auditing. He is the Chairman of the special Building Committee, and has given much time and attention to the erection of the new building, and to its equipment in the most complete manner.

Professor Nicholas Murray Butler whose residence is in Paterson, "comes honestly by" his interest in New Jersey public schools, for he is the grandson of Rev. Nicholas Murray, D.D., of Elizabeth, whose share in establishing this system was a very large one.

His work as founder and for some years President of the Teachers College in New York, as Professor and Dean of the Faculty of Philosophy in Columbia College, as Editor of the *Educational Review*, and as President of the National Educational Association is too well-known to need more than passing mention.

He is Chairman of the Committee



JAMES M. SEYMOUR.
(Vice-President.)

on Education and a member of the special Building Committee.

Mr. Thomas F. Hearnen, Steward of this school, deserves mention in connection with the erection of the new building. Mr. Hearnen is a native of New Brunswick, N. J., and was bred to the trade of carpentry. He is a very thorough mechanic, having a mastery not only of every branch of wood-working, but of the construction and working of machinery, of all the details of the construction of buildings and of many other mechanical matters. In the erection and equipment of the new building he has taken the greatest interest, and has been able to offer many practical suggestions which have been profited by.

For four years he was a clerk in the Custom House at Perth Amboy, acquiring there not only a familiarity and readiness with clerical work, but an accurate knowledge of the many matters which come under observation in such a place. He was appointed to his present position in 1891.

PLAIN TALKS.

BY THE PLAIN MAN.

The "Plain Man's" address is 20 Terrace Place, Yonkers, N. Y.

HISTORY is not confined to the records of nations and of governments, but also includes the evolution of human society. Of the latter we hear much nowadays in our papers concerning the "deaf variety of the human race." There is not a side of the great variety and activity of the deaf that historians can safely neglect, for there is nothing that the deaf-mute thinks and does or hopes for, but leaves its mark for good or ill in the society in which he lives—the society of the deaf.

The deaf men who have been distinguished for original thought and invention, or for remarkable executive power, for fine and superior work within their sphere of practice, should be thoroughly studied and liberally honored by those of the deaf race. Our debt to them for their skill and ingenuity is large and should be openly and freely acknowledged. At the same time we need to look into the conditions that confronted them, by what system or systems they were educated, the branches they excelled in, what impulses were given and which were needed. Their opinions should be entitled to special weight and upheld and honored—who can doubt if such worthy opinions and intelligent thought were put into practice better results would soon be evident in more thoughtful and conscientious work and a happier and more intelligent class of deaf-mutes? The deaf who have gained for themselves name and position in the various vocations, should be studied as a part of the history of their class. Then they will gain new lustre and will shed a wider and more permanent influence.

Those well acquainted with the history of the deaf will tell you it is a matter of regret that when celebrated deaf-mutes die none are found to fill their places. But it is the same with the hearing world, and besides, numbers make the condition less favorable. After reaping a rich harvest the soil must be well nourished before another can be produced. Just so in the above case. Every faithful deaf-mute, striving in his own department to do his best work and to think his best thoughts, is thus preparing the way for the greater deaf race that are to follow, and also contributing his share to the general progress of the world. And, it is at this point where the world makes acknowledgment of his worth and the "deaf-mute world" holds up his name among its great men to be honored and esteemed. The great testimonial is yours. Strive to attain it. Do not let it slip through your fingers.

Few suppose that anybody sane or crazy believes in the possibility of making a not only tone-deaf but deaf person talk the scale of the English language fluently and well without showing defect after defect in manner and tone of expression. Some of our schools endeavor to make a success of the tone-deaf deaf person, but like Svengali and his pupil "Trilby," it takes something more than hypnotism and animal magnetism. Most persons who are not well read on the subject of hypnotism are possessed with the general idea that *sane* men believe in remarkable forms of mesmerism. It's all wrong.

In describing the progress of the people of the world, more so, of the deaf-mute, it is often said that "each generation stands upon the shoulders of its predecessor." If this saying were borne out, our improvement would certainly be far greater in every respect than it actually is. If, accordingly, all the young deaf of the period could fully receive and profit by the experience of their elders, adding thereto the lessons gained by their own, they would indeed advance with rapidity.

But this has been proven not to be the case. It is and looks absurd to say that one generation can begin where the preceding one left off. While the deaf-mute has many added advantages, yet he is forced to go back a great way and retrace the steps trodden by the one before; but this is only human nature, the mode of human development.

Mr. So and So, who graduated from an institution for the deaf in Germany, the home of oralism, rarely speaks—"it's too ordinary," to quote him, but when he does, it is in that minor key which makes a cold chill creep up one's spine as if he heard the wailing cadence of a banshee, winding off with a shrill, nasal twang that is indescribable. No wonder the German deaf are clamoring for the combined system.

Of what use are cunningly devised systems of deaf-mute instruction with persistent supporters; of what avail daring progressions and clever solving of modern problems of the science, if the soul of the deaf-mute is not stirred within him?

Any body on earth with brains enough to learn any thing can be taught the foundation of lip reading or language sufficiently to admit of his or her "being restored to society," but to evolve an artist is beyond the power of all scientific teachers who have lived or ever will live. So, the artist gift, if any, is born or it does not exist. You may polish at sandstone till the day of doom, but the lustre of marble will never come.

Ere this issue of the WORKER

reaches its many readers, most of the schools for the deaf in the United States will have closed for the summer vacation. Judging from the work done by schools it is evident that there still remains room for improvement in both the educational and industrial departments of our many institutions. It is apparent by the work done during the past year, the march of improvement seems to be keeping abreast of the times. It is also evident in some cases that satisfaction is far from perfect, and where these defects are to be remedied, it is well to bear in mind that improvements should fit the pupil and not the teachers or teaching.

My readers are no doubt aware that this issue is the last for the present school term. Whether the WORKER has fulfilled its promises is left for you to judge. It has done more than that and the maintaining of such a standard of excellence is worthy of praise, for it has placed the paper you read high in the estimation of the intelligent deaf and their friends the wide world over. I trust you have received your money's worth, if not more, and that you will renew your subscription. To the many school papers that come to me through this medium I must express my thanks for the commendable courtesy and enterprise shown to keep writers posted on the various topics under discussion in the interest of the deaf at our many schools. That I have benefitted in this direction, as evinced in my talks from month to month, is left to your opinion. Again I thank you for the kindness. Adieu.

Peter Gebraad is a deaf-mute, and as such has had all the disadvantages to overcome, which usually fall to the lot of those unfortunate, but bravely has he met the situation as he found it, and in spite of his handicap has advanced far in a chosen profession. He is a young man, a graduate of the State School at Flint, and an orphan. As a boy he developed a marked aptitude for drawing, and at school he took advantage of every opportunity to increase his artistic education. Upon leaving school he found employment in this city as designer and draughtsman and he has since been steadily and industriously pursuing his studies and advancing in artistic ability. He has for two or three years been a member of the Grand Rapids Art Association and has been one of the most constant in attending the meetings when the artists met for study. He has exhibited several pictures, chiefly pen and ink drawings, at the art displays, and his work has been praised and admired. Recently friends have interested themselves in securing for him admission into the Chicago School of Design, and with this advanced opportunity for training he will undoubtedly make rapid progress and win for himself a name in the world of art. He has a highly developed eye and taste for the artistic, and needs training only to bring out his power. —Grand Rapids Democrat.

From the *Buff and Blue* it is learned that John B. Saxton recently had a picture accepted for exhibition at the Paris "Salon," which is one of the highest honors a young artist can attain in France.

MEMORIAL DAY.

Soldiers! o'er your comrades' clay
Scatter fragrant flowers to-day;
Go with garlands fresh and rare
To their graves and leave them there.

For you know what they endured,
How to pain they were injured;
How they passed thro' fires of hell
For the flag they loved so well.

For you saw them leave the roof
Where love gave its ample proof;
Where upon the heart's pure shrine
Ever burned the flame divine.

And the tear came to the eye
As they softly said, "Good-bye,"
Saw the mother hide her face
In her noble son's embrace.

Saw them marching, marching on
From the rising of the sun
Till the weary day was o'er
Hungry, thirsty, faint and sore.

Saw them standing thro' the night
Watching till the morning bright;
If, perchance, the hissing lead
Do not strike the vidette dead.

Saw them in the bloody fight
Battling in behalf of right;
Saw them drenched with their own blood
As they braved the angry flood.

Saw them come in the hospital
Saw the burning tear-drop fall,
Heard the dying wish expressed
From the feeble, fluttering breast.

Saw them come from prison pens,
Poisonous as the serpents' fangs,
White as ghosts from Pluto's shore,
With the tortures that they bore.

Time may crumble monuments,
Lose the records of events,
But your hearts will beat as one
While the stars their courses run.

Let the selfish heart forget,
Heeding not the mighty debt
That our glorious country owes
To these conquerors of our foes.

Let the world go flaunting by
With its cold, disdainful eye,
Thinking little, caring less
For these friends in our distress.

You will ever faithful be,
Champions of liberty:
To their graves you will repair,
Paying loving tribute there.

Go, and God be with you, too,
Veterans who wore the blue;
Go, while He shall give you breath,
True and faithful unto death.

Then, when all have fallen asleep,
Winds will sigh and clouds will weep:
Angels come with fadeless bloom,
Spreading glory round each tomb.

For they saw the work you did,
In their hearts your names they hid,
Took their pens and wrote above,
"These we shall forever love."

—G. W. Crofts.

The last issue of the SILENT WORKER contains an illustrated "write up" of the New York Institution, the second oldest and one of the largest and best equipped institutions for the deaf in the world. Enoch Henry Currier is Principal of this school and a fine picture of him is one of the illustrations. The SILENT WORKER now contains a Floral Department. Its editorial page of the last issue contains a good article in advocacy of the "rotary system," and also a promise to give the public in its next issue, "the most complete account of that admirable institution, known as the Volta Bureau, that has ever appeared in print." This "write up" will also be accompanied by fine illustrative cuts.

Vive le SILENT WORKER.—The Optic (Arkansas.)

The Garden

Conducted by Mrs. Weston Jenkins.

ROSES.

The Rose lay on the Ghebir's shrine,
The Sufi sang the Rose divine,
And Sharon's Rose was holy sign.

And these fair flowers so pure in bloom
Whose fragrance like the sweet perfume
Of Hafiz's quatrains fills the room,

The loveliest of the floral band,
The glory of the summer land
I take as God's gift from thy hand;

Sweet flowers along thy earthly way
Be thine O friend: and more than they
The Rose-bloom of eternal day!

—John G. Whittier.

"He who would have beautiful Roses in his garden must have beautiful Roses in his heart. He must love them well and always."
—Dean Hole.

JUNE, the month of flowers, is with us again. Flowers there are everywhere in abundance, yet the rose is easily queen of them all, the lily taking second place as maid of honor. From time immemorial this regal flower has been written about, poets have sung its praises, and it has received homage and worship from flower lovers of every clime and age. To be compared to a rose is perhaps the highest compliment a woman can receive. When Dean Hole was in this country, the past winter, a lady asked him what he thought of American women. His sole answer was to take an "American Beauty" rose and hand it to his fair questioner.

In a short article and in this limited space it will be hard to do justice to this flower. We advise the amateur to begin with a few hardy varieties suited to this climate, and when fairly successful to add other and more delicate varieties. Of climbing roses for the porch the first in our estimation is the Gloire-de-Dijon with its exquisite flowers, a combination of salmon, peach and cream. Most florists will tell you it is not hardy north of Washington, but we have wintered it successfully for three years, just covering the roots with manure and leaves. In early summer it is covered with bloom, and all through the season its many buds are a joy and delight. One celebrated rose grower says of it: "If ever for some miserable crime I were sentenced for the rest of my life to possess but one rose-tree, I should desire to be supplied on leaving the dock, with a pot of Gloire-de-Dijon."

There are other climbers, many very beautiful, but most of the hardy ones have only a short flowering season, and such tender ones as the Marechal Niel can be grown north of the Gulf states only in green-houses. We cannot all have rose gardens, but we all can have roses in our gardens. The following named are some good varieties to begin with:

Pink—original "couleur de rose"—old favorite Hermosa; hardy, fragrant, perpetual bloomer and truly

"beautiful" as its name means in Spanish; rather small.

Mrs. John H. Laing has all the merits of the last and is a larger flower and a much more vigorous bush.

Scarlet-Crimson—Dinsmore—hardy, constant bloomer—rich color, which it keeps in the hottest weather, and fragrance of the old June roses.

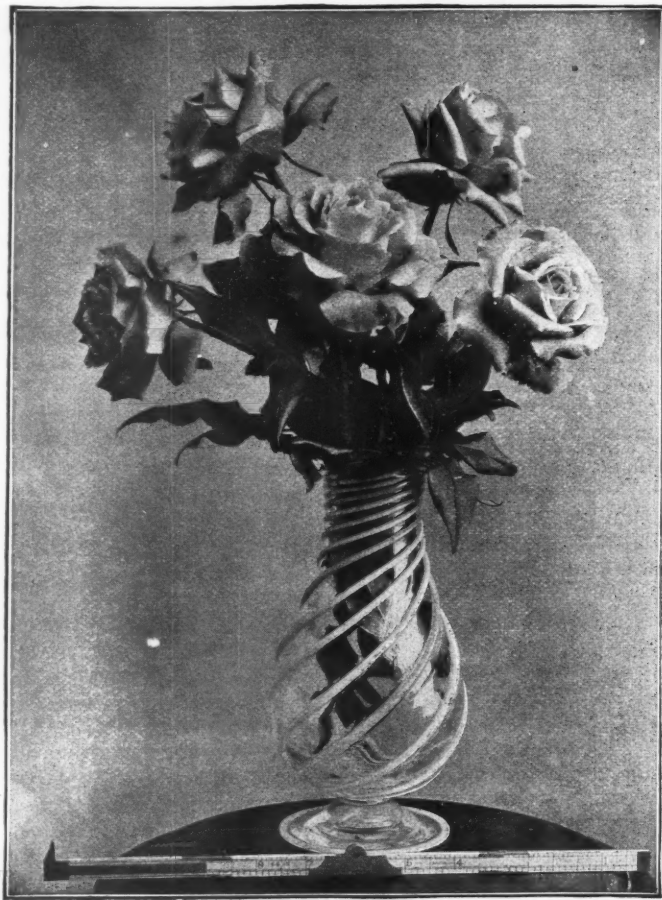
Blush Pink—Clothilde Soupert—rather dwarf bush, but very robust, flower flat like a camellia, shading from creamy white to pink in loveliest tints; the most profuse bloomer of all, in clusters—flower rather small, but deliciously fragrant. Remarkably free from insects, only fault, not quite hardy, but if planted in well-drained situation and well mulched with manure, will survive hardest winters in this latitude though the new wood may be killed back, and will bloom as freely as ever next summer. *Malmaison*—Larger than Clothilde and with very delicate shadings in flesh and peach tints. Delightful fragrance.

Yellow—Etoile de Lyon—Rich golden yellow, exquisitely beautiful form in bud and flower, and rich tea fragrance. Only fault, it is apt to blight in hot weather. As to hardiness, both the last are about like Clothilde Soupert.

White—Perfection des Blanches. Blooms freely and is nearly hardy.

Now, of all flowers, roses need the most care. You must serve them early and late; in the Fall they must be manured, in early spring the man-

ure must be dug in and the branches pruned, frequent applications of manure water given them in the blooming season, and in hot weather they should be mulched to keep the earth from being sun-baked. In the beginning they must be planted in deep rich garden soil. While the lily has few enemies, the rose, alas! has many.



JUNE ROSES.

A beautiful, fascinating woman of the last century, who grew tired sometimes of the flatteries and compliments she received, had on her signet ring engraved a rose infested with insects and the motto:

"This it is to be a rose."

At the price of eternal vigilance and whale-oil soap we can save our rose-buds by spraying, and so enjoy the full blown flower. A great Persian poet who lived several centuries ago sings sadly,—

"Yet, ah! that Spring should vanish with the Rose
That Youth's sweet-scented manuscript should close."

It is true, spring will vanish, but to return again. Youth will leave us, never to come back, but beautiful roses we can have in our gardens and homes always, if we select the right sorts and study their culture.

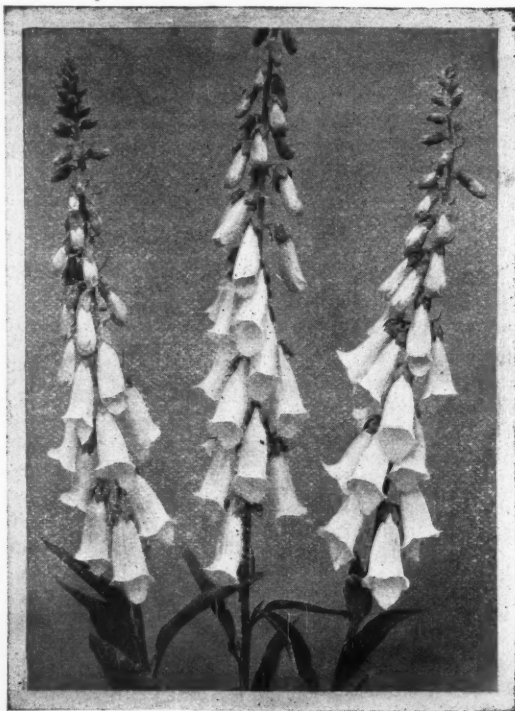
June, too, is the month of the Madonna lily, emblem of many a saint—lifting its spire with beautiful spotless blossoms as a foil to the rich colors of the rose. This and the deliciously fragrant yellow day lily are of easy culture. To have them in June you must plant in September. Peter Henderson says, "the lily has no poor relations" and we are inclined to agree with him, for even the wild scarlet lilies and the Turks-caps have a beauty of their own in a proper setting of green meadow or marshy roadside,—

"Observe the rising lily's snowy grace
They neither toil nor spin, but careless grow,
What regal vestments can with them compare?
What king so shining or what queen so fair?"

To have fine lilies you must not allow them to get too dry, nor should the stalks be cut down till withered and yellow.

June has other fine flowers—the beautiful tall fox-gloves, and the stately larkspurs, fine Japan iris and the favorites of all, the spicy, rose-red pinks.

We give an illustration of fox-gloves, a familiar old flower, but still a favorite. The magnificent rose in the other picture is a new one, the Mrs. Pierpont Morgan, and some idea of its size can be gained by studying the scale. The foot-rule on the table will



FOX-GLOVES.

help. We have not seen this new beauty yet,—

"Such scent she hath! her leaves are red
they say,
And fold her round in some divine sweet
way."

There has just closed in New York a very attractive exhibition, that of *The National Sculpture Society*. With the idea that their works would show to better advantage against masses of greenery, landscape artists designed an Italian Garden and with palms, ferns and flowers drawn from the United States Nurseries certainly succeeded in making a very beautiful one. The daily and illustrated papers give those who could not attend, a very fair idea of the show. It will interest the deaf all over the land to know that French's model of "Gallaudet instructing a deaf child" was one of the pieces of sculpture on exhibition. A writer in *Harpers Weekly* says: "This is a work of imposing, and yet subtly, almost tenderly winning character. The general effect is massive and dignified. The two portraits, the two attitudes are full of a fine expression, full of a quality which you would call pathos, if the kernel of the conception were not so instinct with eager efforts, with endeavor forgetful of its own handicap."

Thanks are due Pitcher and Manda for these cuts and for tickets to the National Sculpture and Italian Garden Exhibit.

I. V. J.

The unthrift sun shot vital gold
A thousand pieces,
The air was all in spice,
And every bush a garland wore
Thus fed the eye,
But all the ear lay hush.

—Henry Vaughan

CATALOGUES RECEIVED.

Reading Nursery, Mass., J. W. Manning, Proprietor;—*Hardy Ornamentals; Trees, Shrubs, Vines, Hardy Perennials, Fruits*:—An establishment of forty years' standing, with a reputation for enterprise and accuracy. The method on which their catalogue is prepared is a model, giving the botanical information necessary, naming the species, genus and class, with the popular name, the habit, flowering season, and place of origin of the plant with a concise description, thus—"Digitalis—Foxglove (*Scrophulariaceae*) showy plants, thriving in ordinary soil."

D. Purpurea (Common Foxglove or Fairy Fingers) 5 ft., 7—8—Eng.

Fine biennial embracing a wide range of color."

C. Ribsam's Sons., Broad and Front Sts., Trenton, N. J., Seedsmen, Nurserymen and Florists:—A prophet ought not to be without honor in his own country, certainly not if his predictions "come true," as Ribsam's seeds do. This firm has an established

reputation for fair dealing and thorough knowledge of their business.

J. W. Thorburn & Co., 17 John St., New York; Seeds of all kinds:—This is the house founded by the famous Grant Thorburn. For seeds they are the standard dealers. They keep many kinds which are not readily to be found elsewhere, e. g., seeds of evergreen and other trees. The catalogue is worth keeping for reference.

SMALL OBSERVES.

BY A SMALL OBSERVER.

It is a fact that the deaf can more readily find success in life in a small city on account of the common bond that draws all men together; in small cities nearly everybody knows everybody and it is to their mutual advantage. The educated deaf have no trouble in cultivating friendships when so inclined and it is not at all

deaf person meets with civility from any merchant he becomes a sort of free walking advertisement for that merchant.

Even the oral-taught pupils themselves tell me they would rather be educated by the manual system. Those semi-mutes who retain their voices say they only like the oral system to teach them lip-reading and to correct imperfections in their speech but as a factor in teaching them geography, arithmetic and grammar it is twice as hard to understand as it was before. Anyhow after pure-oral pupils graduate in nine cases out of ten they pick up the sign and manual language and use it more than the oral, they associate with deaf-mutes and sometimes intermarry. Well the world may still move, but no amount of argument can move the educated deaf to see the value of the oral system if there is any in it. It was

grain," then it is time to stop your subscription to the paper if the editor don't stop the controversy. One fighting correspondent is enough for one paper. It only degrades the paper and themselves.

I must close my microscope until next Fall and take pleasure in a little egotism, burlesqued from Cardinal Wolsey's famous saying in *Henry VIII.*

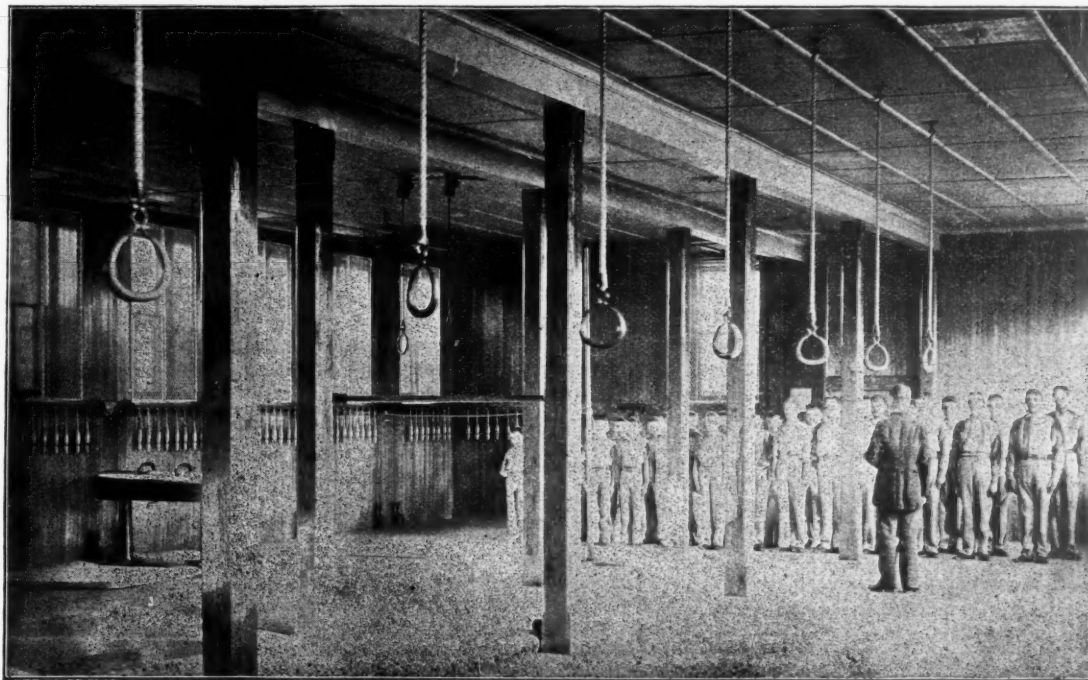
Farewell, a short farewell, to all my smallness.

This is the fate of man
Last year he put forth his hand and trembling

Seized his ready pen and scrawled
Out ideas good and bad, sound and rotten;
Till his style rounded and writing indecipherable;

And bore his declined manuscripts thick upon him.

But patience reaps its reward full truly,
In various phases, large and small, and then
He has manuscripts accepted as I have.



GYMNASIUM—NEW JERSEY SCHOOL FOR DEAF-MUTES.

unusual for them to be mentioned among the foremost citizens of the town. Their practicality and progress make them respected by all classes of people and tends to the elevation of their own class.

"Incivility to the Deaf," was the heading of an article that caught my attention while looking over a New York paper. The article itself was what I read which contained a few complaints, such as being jostled around a street car by the conductor, refusal of clerks to wait upon the writer and so on. It ended with the remark that if the employers of those clerks knew how much trade they lose it would be better for them. So it would, some "smart uns" have clerks lined specially to wait on the deaf and if the rate of the increase in those merchants' bank account don't speak for itself, I'm mistaken. If a

originally intended for the uses I first mentioned but the amount of argument has swelled its intended usefulness till I have grave fears that the time is near at hand when the "straw that broke the camel's back," will be put on.

I don't think it a very good plan to put a graduate of any school in position at the school in a year or two after his leaving. If he was a popular man there, well, the pupils will respect him, but if he was not, he is an open target for all kinds of boy's pranks, as an unpopular teacher is.

A newspaper correspondent never flares up if some other correspondent agrees with his views. Human nature is very selfish. It will only permit opinions to be shared. But when any other views "go against the

HELEN KELLER.

She lives in light, not shadow;
Not silence, but the sound
Which thrills the stars of heaven,
And trembles from the ground.

She breathes a finer ether,
Beholds a keener sun.
In her supernal being
Music and light are one.

Unknown the subtle senses
That lead her through the day;
Love, light, and song and color
Come by another way.

Light brings she to the seeing,
New song to those that hear;
Her braver spirit sounding
Where mortals fail and fear.

Here where the eye doth know it
Essential life doth dwell;
Spirit with scarce a veil of flesh,
A soul made visible.

Or it is just a lovely girl
With flowers at her maiden breast,
Helen, here is a little song
From the poet who loves you best.

—Richard Watson Gilder in *Progress*.

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TRENTON, N. J.

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JUNE, 1895.

WE devote a large part of our space this month to a description of the new industrial building of the school and to its outfit, with an outline of the work which we hope to carry on with the means thus placed at our disposal. The text is illustrated by excellent half-tone cuts from photographs by Mr. Alex. L. Pach, of Easton, Pa., himself deaf and a graduate of a sister institution. We are fortunate enough to have secured cuts of the officers of our Board, and of the members of the Building Committee, who have been especially instrumental in securing to the school the admirable facilities in this direction which it now enjoys. We are sure that our readers will be glad to read about a subject of so much importance to the school and of so much interest to the friends of deaf-mute education.

THE convention of instructors of the deaf next month at the Michigan Institution promises to be one of the most useful in the history of that body. A normal department of manual and another of oral work, an exhibit of the text-books, apparatus and school work, and a conference of industrial instructors with a view to organization are features of the programme as so far mapped out. The attendance promises to be larger than at any previous meeting, and all the indications point to the highest success.

SOME of the fine cuts of the New York Institution, which appeared in our April number, were engraved from photographs taken by Mr. Ranald Douglas, of Livingston, N. J. We regret that we were not informed of the fact at the time of publication, so that due credit might have been given. Mr. Douglas is a graduate of the New

York Institution and has for nearly twenty years devoted himself to photography, making a specialty of outdoor work, groups and interiors. He has visited and photographed nearly all the schools for the deaf in the country, and his work ranks with the best. He has been engaged lately in taking views for the Lehigh Valley road of the picturesque scenery along that line,—a fact which of itself speaks for his skill and success. For institution work of the kind spoken of above, we can recommend him highly and would advise parties having such work in view to correspond with him, as his terms are reasonable for the grade of work he turns out and his outfit comprises the lenses best adapted for his special line of business.

MEMORIAL DAY has been with us for more than a quarter of a century and has evidently come to stay. Never were there larger crowds through the streets and the cemeteries of our large cities than this year, and in many ways it was evident that the interest shown was genuine, and not mere idle curiosity. The fear of some that the celebration of the day would keep up the bitter feelings of the war has proved to be groundless. The tone of the addresses is one of respect and admiration for courage and honor wherever shown, and the survivors of the war, on both sides, have come to be one in the feeling that the preservation of the Union is a happy result of the dreadful conflict. In Chicago, this year, Federal and Confederate veterans united on this anniversary to dedicate a monument to the Confederate dead.

At the same time, the holiday has found acceptance for other purposes. It is becoming, as All Souls' Day is in France, the day when the graves of relatives are visited and cared for, and in this way it exerts an influence for the better treatment of the resting-places of our dead. Coming as it does at a time when Nature is at her loveliest, it is the great holiday of the year for open air rambles and for athletic sports. In all these ways the day serves a very useful purpose and it is more and more evident every year that we could not spare it from the short list of our National holidays.

MANY of the text-books used in our schools have been objected to on one ground or another. They are not abreast of the advance of knowledge, or they are poorly arranged, or they are written with a bias for or against some religious sect or political party. All the above objections have been made to most of the school histories in common use, but we think that in addition they are open to serious objection on the ground of morality.

We have been struck—we might say shocked—by the development of the war-spirit among our people with-

in the last few years. The craze for introducing military training into our public schools, the delight with which our able editors dwell upon the ability of each new iron-clad to hurl its tremendous shells into an antagonist, producing as one writer says, "a perfect hell of uproar and carnage," the taste for what we must call buccaneering statesmanship, the advocacy open and unabashed, of a policy of bluster, bullying and robbery towards weaker nations must be, it would seem, the results of some wide-spread cause. If 'tis education forms the common mind," the bent given by the study of History, a branch absent from no common school course, must show itself in the habit of thought of the people trained, as the great majority are, in our common schools. If we look through our text-books in U. S. History we shall probably find that Christopher Columbus and William Penn are about the only personages introduced in any other occupation than butchering their fellow men. For the rest it is, "Death of Warren," "Charge of Capt. May," "Perry's Victory in Lake Erie," "Harrison at the Battle of Tippecanoe," and so on. From all this stuff the young American gets the notion that war affords the only or at any rate, the noblest, field for the display of patriotism.

Now we do not mean to deny that there are times when, unfortunately, it becomes the duty of a patriot to fight for his country. It is not to be denied, either, that some gains have resulted from war. "Civilization doos git forrud, sometimes, upon a powder cart." So the Black Death in the fourteenth century was the means of raising labourers' wages, the great fire in London burned out the poison of the plague, the long drought of 1893 in France led to the discovery of the great value for forage of a previously neglected plant that will thrive through the longest dry season. But, nevertheless, people are right in considering as great evils "plague, pestilence and famine." No less so are "battle, murder and sudden death." The wild gallop of the cavalry charge, the rapid discharges of the artillery, the rattling of the musketry and the shriek of the shell followed by the roar of its explosion—these are not all of war. The vices of the camp, the jealousy and intrigues of the generals, the incompetency and blunders of the government, the swindling of the contractors would make a very large and edifying war record, if they were made known.

Then, too, wars, which fill up our history books, are in general the least important parts of the history of nations. It is as if we wrote a biography of a man and gave most of the space to an account of his various illnesses and the sundry pills and powders he took to get rid of the same. Why can we not have a history which

will tell how the early Americans made their living, what their means of communication were, by what slow degrees were established roads along the old seaboard states and finally over the Appalachians; which will describe the growth of the cod-fisheries and the daring campaigns of the New England sailors against the Arctic whale, which will trace the rise of the several great mining, agricultural and manufacturing industries of the country.

As this country is now situated, it is evident to the honest and intelligent observer that the urgent call upon our citizens for patriotic effort and sacrifice is altogether in the walks of civil life. Disinterested exertion is needed to purify our State and municipal governments, to raise the standard of education, to cultivate the morals, the manners and the taste of our people. Whatever distracts the attention from these ends and leads us to look for glory in bloodshed, is a force making for barbarism and against true patriotism. It is true that the life of the nation has been saved by the men who fought for it—all honor to them!

It is our duty now to see that the nation be made worth saving.

It would add nothing to a worthy pride in our country to know by experience that we could "whip all creation"; it would afford a patriot just cause for exultation if he were able to say that the cities of the United States had the best school systems, the cleanest streets, the most intelligent and upright police judges in the world.

In regard to the sign-language, with its graphic turns of expression and its grace and beauty when used by a master, we have come to feel like Othello.

"Cassio, I love thee!

Yet never more be officer of mine!"

It is our judgment that while in some ways a help, it is in other ways far more of a hindrance to the education of the deaf.

We know that many older and abler teachers than we hold the contrary opinion, and that they can point to excellent results obtained by sign-teaching. We have seen, for instance at Hartford, although no doubt other schools have done equally well, an advanced class, of bright sign-taught pupils, show as good command of language as any class of deaf pupils we have seen at any school. In fact, we think that the High Class at New York, under Dr. I. L. Peet, a strong advocate of signs and one of the most perfect adepts in their use, graduated, perhaps, the best writers whom we have met among the deaf, and some of his pupils hardly need that limiting phrase.

But when we take the half of our pupils who are below mediocrity and compare the results attained under the sign method and under a pure

English method, unless our observation is at fault there is a marked difference in favor of the latter.

It seems to us that this may be rationally explained. There is an advantage to the critical student of a language in comparing its forms with those of another language of different structure. This is why Latin holds its own to-day in our secondary schools, and in the same way a skilful teacher may use the sign-language to emphasize and explain peculiarities of English idiom. Again, the use of signs may perhaps cultivate the imaginative, poetic use of language. But, with a very large proportion of our pupils there is not the ability to learn more than one language or to study that in any other than the most direct, practical way.

For them, language teaching should take the form of correct expression, in the language of the community in which they live, of their simple thoughts and desires. If English is made the language of their little world, they will learn to use passable English; if signs are their vernacular, they never learn to write a page of English without many evidences that it has been, as the German say, "overturned" from another language, and badly damaged in the operation.

THE *Messenger* of May 25th has an article on the New Jersey Institution, and a sketch of the SILENT WORKER. The account of the school and of the paper is full and accurate, and the illustrative cuts are printed with much skill. The article includes sketches of the Principal and of the leading contributors to the SILENT WORKER. The *Messenger* is one of our best exchanges.

WE have again to record the death of one of our pupils, Addie W. Lord from Camden. On the 30th of May she went up to the hospital, complaining of a cold and slight indigestion. The next day she was better and was up and about the hospital until about four o'clock when she was overcome by the intense heat of the day (95 degrees), and rapidly grew worse, dying at eight o'clock that evening. The remains were taken to Camden for burial. She was eighteen years old and had been at school five years.

THE cut of the wood-working shop which we publish in this number was taken from a photograph by Mr. M. Graham Hallock, the instructor in this branch, with whom photography is a favorite study and recreation. The picture is well executed and gives a good idea of the apartment with its fitting up.

WE are very sorry that we could not get a cut of Professor Nicholas Murray Butler for this issue of our paper, to appear with the portraits of the other members of the Building Committee.

LOCAL NEWS.

—On May 24th our boys played a game with a "scratch nine" of young men from this neighborhood and beat them by a score of 12 to 4.

—Mr. R. B. Lloyd has, the past year, conducted a Sunday School class of deaf-mute pupils, at the Presbyterian Church opposite the school on Hamilton avenue.

—The grounds of the school are the coolest and most pleasant place in this part of the city in such fiery weather as we have had lately. Friends of the teachers and officers like very well to call at the school on summer evenings.

—The carpenter shop has turned out some wooden fans which have been placed on the front lawns to train sweet peas on. They are painted dark green with white and are very artistic looking.

—The line of water communication between Trenton and Philadelphia is attracting more attention and gets more patronage since two new boats have been put on, which can run on regular time, instead of depending on the tide as was formerly the case.

—The boys have been weighed and measured by Dr. Boice, the Physical Instructor of the Normal School, assisted by Mr. Black. All the particulars were recorded on blanks printed for the purpose. The boys will be examined twice a year.

—Mrs. Hannold, formerly Miss Springsteen, an old pupil of this school, paid us a very nice visit on the 24th of May, with her little son Harold. They live in Philadelphia. Her husband earns good wages in a shoe-factory. Mrs. Peter B. Gulick, of this city accompanied her on her visit.

—We are very sorry to learn that Harry Roberts is dead. He left school in 1893, and had been working for some months in the tobacco factory in Helmetta, N. J. He died of pneumonia at his home in Bordentown, N. J., on the morning of May 25th. The funeral took place on Tuesday the 28th. G. H. Rigg, of Burlington, N. J., and a former school-mate of the deceased, acted as one of the pall bearers.

—On June 1st a man called for one of the pupils' trunks, and left his team of horses hitched to a hay wagon in the road. When the electric car came along the horses were frightened and ran away. They jumped over the fence in Mr. Mackenzie's yard and demolished about twenty feet of fence on the corner of Hamilton avenue and Division street, besides damaging some of his valuable plants.

Among the visitors to the Institution on Memorial Day were Miss Emma Lefferson and her sister-in-law, Mr. and Mrs. Hannold and their two

year old son; and Messrs. Frank C. Lenox, Paul Kees, John B. Ward, John M. Black, John Frank, Wallace Cook, Chas. T. Hummer, Chris. Hoff, G. H. Rigg, F. Purcell, Alf. H. King, I. Bowker, and R. E. Maynard. Mr. Lenox, who brought along his camera, took negatives of several groups, including that of the ball teams at play on the field. The appearance of the graduates bespoke prosperity and all are doing very well at their different trades and a credit to their *Alma Mater*.

—The ladies interested in the Mercer Hospital gave a lawn-party on the afternoon and evening of Thursday, June 6th, which was very successful. The use of the fine old Cadwalader Place was kindly given for the occasion. Music was provided, pavilions were pitched on the grass, in the evening a parade of wheelmen took place, and the trees and shrubs were lighted up by electric lamps.

The attendance was larger, it is said, than at any similar entertainment ever held in Trenton. This very worthy charity seems to have taken a particularly strong hold on the interest of our people and will therefore be able to do a great as well as a good work.

—Exercises were held at the school on Tuesday, June 4th, in connection with the formal opening of the department of physical and industrial training. Rev. Edward J. Knight, rector of Christ P. E. Church, where the Episcopal pupils attend, opened the exercises with prayer. Brief addresses were made by Dr. I. L. Peet, Principal emeritus of the New York Institution and by Principal Jenkins, after which Harry Smith read a composition entitled "One Year's Experience in the Printing Office." The visitors were then invited to inspect the several departments of the school, all of which were in operation, as on an ordinary school day. Much admiration was expressed by all at the working of the new press and of the other machinery. The drawing and kindergarten work was also a feature that proved especially attractive. The class-room work in speech and in writing interested every one. After an hour had been spent in this way, lunch was served on the lawn. The little tables dotted over the grass were attended by a number of the older pupils who showed much aptness as waiters. Many of the visitors remained until late in the afternoon, enjoying the fragrance of the roses, which were in full bloom, and chatting with friends.

Every one connected with the school—teachers, officers, employees and pupils, worked faithfully to make the affair successful. The Matron deserves the credit for the success of the affair as a social entertainment, as that side of the program was planned and carried out by her.

Every one agreed that the afternoon afforded much interest and pleasure to the visitors.

—May 30, 1895, will go on record as one of the warmest days since the institution of Decoration Day, but for all this, the piercing rays of "Old Sol" did not prevent the game of ball scheduled between the Deaf-Mute Athletic Club, of the Trenton, N. J., School for Deaf-Mutes and the New Jersey Deaf-Mute Society from becoming a reality. While it was not baseball weather, and taking it into consideration that the unobstructed torrid rays of the sun shone on the field of play and players, it is to their credit that even six innings were played. The Institution boys at times played brilliantly as did their opponents and whatever shortcomings were apparent, the intense heat was accountable for—in fact, comment on the latter predominated over that on the game.

For the Institution boys, the best work was done by Fay, Erdman and Matzart, while for the visitors Ward, Kees and Maynard did finely, considering they had not practised for three or four years. The defeat, though expected, was not a disgrace to the visiting team. At the close of the game the pupils challenged the visitors to a game of foot-ball to come off in November, and it is probable that the challenge will be accepted.

The following score will tell the story of the game in brief:—

D. M. A. C.	R.	H.	A.	E.
Matzart, ss.	4	1	1	1
McGarry, lf.	3	3	0	1
Fay, p.	2	1	6	0
Erdman, c.	3	2	1	1
Stokey, 1b.	2	3	0	0
Rigg, 3b.	2	1	0	2
Gallagher, 2b.	1	1	0	1
Hunt, rf.	1	0	0	0
Morris, cf.	2	1	1	0
Totals,	20	13	9	6
N. J. D. M. S.	R.	H.	A.	E.
Frank, 3b.	2	3	1	3
Black, 2b.	1	1	0	1
Kees, 1b, c.	3	3	0	2
Ward, c, p.	2	2	3	2
Hoff, p, c, 1b.	1	2	2	0
Maynard, ss.	1	2	2	0
Hummer, lf, p.	1	0	1	1
Purcell, cf.	0	1	0	1
King, rf.	2	2	0	0
Totals,	13	16	9	10

SCORE BY INNINGS.

INNINGS.	1	2	3	4	5	6
D. M. A. C.	8	0	0	1	1	x—20
N. J. D. M. S.	1	0	0	7	5	0—13

Earned runs—D. M. A. C., 8; N. J. D. M. S., 9; Two base hits—D. M. A. C., 5; N. J. D. M. S., 2; Left on bases, D. M. A. C., 5; N. J. D. M. S., 9; Hit by pitcher, D. M. A. C., 4; Struck out—By Fay, 7; by Hoff, 2; Ward, 3; Umpire, Jas. Brain; Scorer, C. Casella.

In the early morning there were exercises in the chapel. Mr. Jenkins and Mr. Lloyd talked to the pupils and some of the boys and girls recited poetry about the war. In the afternoon some of the large girls went with Miss Bilbee to Riverview Cemetery. In the evening there was to have been a stereopticon lecture, but it was so hot that the pupils wanted to go out in the open air, which they were permitted to do.

THE SCHOOL-ROOM

Conducted by R. B. Lloyd, A.B.

PERSONS not well acquainted with the work of teaching the deaf have no conception of the difficulties that beset a pupil who is trying to acquire a practical knowledge of English. The deaf child generally does not know a word until he learns it at school, while the hearing child of the same age can talk plainly and read and write. With rare exceptions, no effort is made to teach the deaf before they come to school and gestures are their only means of communication. To communicate their thoughts, to express their wishes and to ask questions in the language of the people where they dwell is the first thing the teachers endeavor to teach them how to do. This language is much more difficult to master than the language of books, because it is so varied and abounds in so many idioms. Visitors to our schools, on witnessing the simplicity of some exercises, have marvelled at them, considering the age of the pupils. But these children had no language upon entering school and, unless we keep it up, they are liable to forget it. There is no danger of the hearing child forgetting it for it is constantly flowing into his ears and he is constantly using it. All that the deaf child learns comes to him through his eyes. Most of the work that appears from month to month on this page may appear trivial and uninteresting to many, but the teachers of the deaf will recognize its necessity and importance.

R. B. L.

Questions and Answers.

- How did you become deaf?
I was born deaf.
- What is your first name?
My first name is Willie.
- Where is your home?
I live in Newark.
- Are your parents living?
My father is living and my mother is dead.
- How often do you go to the city?
I go to the city on Saturday some times.
- Who goes with you?
Another boy goes with me.
- How many brothers and sisters have you?
I have one brother and one sister at home.
- Who taught you to write?
Miss Christmas taught me to write.
- What is the color of your eyes?
My eyes are brown.
- Who has curly hair?
Walter has curly hair.
- Is your hair curly?
No, it is straight.
- Is it black?
No, it is brown.

Objects.

I.

- What is it?
It is a bundle of little sticks.

- What are they for?
They are for teaching in a kindergarten.
- What color are they?
They are yellowish-white.
- Are they light?
Yes, they are very light.
- What are they made of?
They are made of wood.
- What is around them?
It is a rubber band.
- Are they clean?
Yes, they are very clean and nice.
- Are they strong?
No, they are not strong.
- How many are there?
There are about 100 sticks.
- How long are they?
They are one inch long.

THE CLOUDS.

II.

They are clouds. They are made of vapor. They come from the ocean. They are big. They are light. They are white. They are in the sky. They give us rain and snow. They float in the air. They are pretty. They are far away. They can hide the sun.

Elliptical Sentences.

The design of these exercises is to teach the proper form of the present tense after a noun and the distinction in the use of such words as *may* and *can*, *in* and *into*, *off* and *on*.

James and John — in the shoe-shop.
He — a top in his pocket.
I — bread and butter.
Mr. Jenkins — in Trenton, N. J.
A horse — hay and oats.
Where — Mr. Jenkins live?
— I sit with Mary?
— you like oysters?
— you drive a horse?
— the teachers board in the school?

— you a watch?
— he a horse?
— Annie go out?
I put a box — the table.
I took a book — the table.
He saw a dog — the hall.
John threw the sponge — the basket.
She has a doll — her trunk.

Geography.

I.

- Where is your school?
It is in Trenton, N. J., on the corner of Hamilton ave. and Chestnut street.
- Is Trenton a city?
Yes, Sir. It is a city.
- How do you know it is a city?
It has a great many people and houses and churches and streets?
- Is the country rolling or flat?
It is very flat.
- Are there any mountains?
No, Sir. I can see none.
- Are there any hills?
No, Sir. There are no hills.
- What bodies of water are there at Trenton?
There is a river, a creek and a lake.
- Have you seen them?
Yes, Sir. I have seen them.
- Which way are they from the school?
The river is south-west, the creek is north, the lake is south-east.

II.

(These questions were asked and answered on the bank of the creek itself.)

- Is the creek straight or crooked?
Which way does the creek flow?
What are on the banks?
On what bank are we?
Is it deep? How wide is it?
Is the current rapid or slow?
What does it flow into?
Whence does it flow?

III.

THE CREEK.

(Written in the school-room after the visit to the creek.)

It is a creek. The water is dirty. The water flows fast. It is not deep. It is about fifteen feet wide. The water flows from the north-east. It is crooked. There are trees and grass on the banks. We are on the south bank. There are stones in it. We cannot jump over it because it is too wide. A river is bigger than a creek. It is long. There are many bridges over it. Boys swim in it.

IV.

HINDOSTAN.

- | | |
|----------------------|-----------------|
| 1. Position | 9. Vegetation |
| 2. Direction | 10. Animals |
| 3. Distance | 11. Products |
| 4. Form | 12. People |
| 5. Size | 13. Occupations |
| 6. Relief | 14. Government |
| 7. Drainage | 15. Education |
| 8. Climate | 16. Religion |
| 17. Important places | |

Hindustan is in the southern part of Asia. It is between the 8th and 35th parallels of latitude north and the 65th and 90th meridians of longitude east from Greenwich. It is bounded on the north by China, on the east by Burmah and the Bay of Bengal, on the south by the Indian Ocean and on the west by the Arabian Sea. It is on the other side of the earth and about 12,000 miles away. It is like a triangle. The surface of Hindustan is rough in the central, southern, eastern and western parts. The principal rivers are the Ganges River, the Brahmapootra River, the Indus River and the Nerbudda River. The Ganges River and Brahmapootra River flow into the Bay of Bengal, the Indus River into the Arabian Sea and the Nerbudda River flows into the Gulf of Cambay. It is mostly in the Torrid Zone and it is very warm. It has many animals, among which are the tiger, elephant, rhinoceros, tapir, buffalo, camel and monkey. Rice, cotton, sugar-cane, fruit, poppies, spices, palms, bamboos and huge banyans are produced in Hindustan. It has 255,000,000 people. They are called Hindoos and belong to the Caucasian race. The occupations are making fine silk and cotton fabrics, with shawls and various articles of ornamental attire. It is a colonial dependency of Great Britain. The boys and girls do not often go to school. The people are not Christians. They are mostly Brahmins. The most important places are Calcutta, Bombay, Madras and Singapore. A. C.

History.

(Over the following questions is a picture of the battle of Bull Run. The questions were answered first and then the whole was re-written as a story with such amplification as the pupil was able to make.)

I.

- Where is Bull Run?
- When did the first battle of Bull Run occur?

- Who commanded the opposing forces?
- What was the war called?
- What caused it?
- How long did it continue?
- What was the first fight of the war?
- Where and when did Gen. Lee surrender to Gen. Grant?

II.

- It is in the north-eastern part of Virginia.
- It occurred on July 21, 1861.
- Generals Beauregard and Johnson and Gen. McDowell commanded the opposing forces.
- It was the Civil War.
- It was caused by the people of the South wanting to keep negro slaves, but the people of the North did not want them to keep slaves.
- It continued four years.
- It was Fort Sumter.
- He surrendered to him at Appomattox Court-house on April 9th, 1865.

III.

Bull Run is a small stream, which flows into the Potomac River. It is in the north-eastern part of Virginia. The first battle of Bull Run occurred here on July 21, 1861. The Confederate soldiers were commanded by Generals Beauregard and Johnson and the Union soldiers by General McDowell. In the battle, Gen. McDowell was defeated. The Union loss was three thousand killed and wounded and the Confederate loss was about half as great. The fight was the second of the Civil War. The first battle was the bombardment of Fort Sumter. The war continued four years. General Robert E. Lee surrendered to General U. S. Grant at Appomattox Court house, Va., on April 9th, 1865. The war was caused by the people of the South wanting to keep negro slaves, but the people of the North did not want them to keep slaves. G. R.

Money.

- What is money for?
- What is it made of?
- Can you name the coins used in our country?
- Which coins are made of gold?
- Which coins are made of silver?
- What is a cent made of?
- What is a five-cent piece made of?
- What are bills made of?
- Which do you prefer, bills or coins? Why?
- Would you like to have much money? Why?

Reproduced Story.

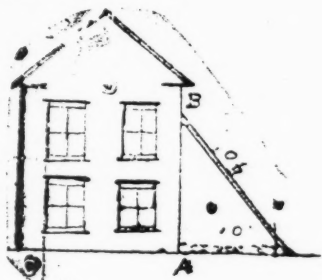
Eben White lives near the village of St. Johns, Michigan. He is a farmer. He went through the woods the other day with a boy and a puppy. He got tired and lay down under the trees to sleep. Many men sleep with their mouths open, so did he. The boy and the pup were too active to be still until Eben awoke. They saw a chipmunk. They chased it as fast as they could. It ran towards Mr. White. They almost caught it. It clambered over him. When it saw his mouth, it dodged in. It tried to run down his throat. He awoke immediately and shut his teeth together. He almost bit the chipmunk in two. It was lively for a few seconds in that place. Eben made a war-dance and soon the chipmunk was dead; the pup was disappointed, and the boy was pop-eyed with surprise.

Arithmetic.

(The pupils who solve these problems make diagrams of the things described, drawing them to a scale).

I.

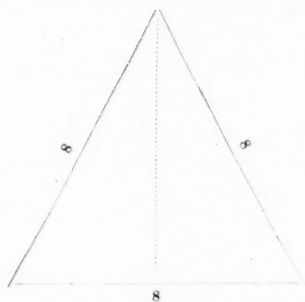
How high up a building will a ladder 40 ft. long reach if the bottom of the ladder is 10 ft. out from the wall?



$$A.B. = \sqrt{40^2 - 10^2} = \sqrt{1600 - 100} = \sqrt{1500} = 38.72 \text{ ft.}$$

II.

Find how many square feet of boards there are in the two gable ends of a roof each of the sides being 8 ft.



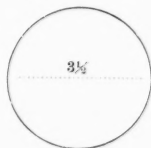
$$\text{Alt.} = \sqrt{8^2 - 4^2} = \sqrt{64 - 16} = \sqrt{48} = 6.929 \text{ ft.}$$

$$\text{Area} = \frac{\text{Alt.} \times \text{Base}}{2} = \frac{6.929 \times 8}{2} = 27.71 \text{ sq. ft. in each end.}$$

$$27.71 \times 2 = 55.42 \text{ sq. ft. in both ends.}$$

III.

How many square rods can a horse graze over if he is tethered to a stake with a rope $1\frac{3}{4}$ rods long.



$$\text{Cir} = D \times 3.1416 = 3\frac{1}{4} \times 3.1416 = 10.9956$$

$$\text{Area} = \frac{D \times C}{2} = \frac{3\frac{1}{4} \times 10.9956}{2} = 18.74 \text{ sq. rods.}$$

Original Composition.

(3rd Grade.)

Her name is Emma Jacobs. She is a little girl. She can read. She can not hear. She cannot talk. She is fat. She is cross sometimes. She can jump the rope. She can run fast. She can dance. She lives in Newark. She is nine years old. She is a good girl. She has brown hair. She has on a green dress. Her eyes are brown. Her face is smooth. Her hands are not clean. Her apron-strings are untied. She is pretty. She is sitting on a chair. Her shoes are rather

worn. She shook hands with me this morning. Her apron is dirty. She is a baby. She keeps her mouth shut. She has a new blue hat and new handkerchiefs. She has a yellow and black dress. She plays with Mary. She is sleepy.

Description of a Paper.

This is the *Scientific American*. It is a weekly journal of practical information, arts, science, mechanics, chemistry and manufactures. It is volume 72 and number 12. It is published at No. 361 Broadway, New York. It is issued weekly. The subscription price for one year is \$3.00. It has 16 pages and three columns to a page. It has many advertisements. It has many articles about machines. Its print is very good. It is a fine paper. It has many illustrations. It is the issue for March 23, 1895.

TEACHERS' MEETING.

THE teachers' meeting for June was held on Friday, June 7th, at three o'clock P.M.

Principal Jenkins read the following paper describing his recent visit to Boston:

"My objects in visiting Boston in the early part of last month were, to see the results obtained in the instruction of deaf children under school age, as conducted in the Sarah Fuller Home and in the youngest classes of the Horace Mann School, also to acquaint myself somewhat with the 'Sloyd' system of manual training. I found the Horace Mann School in much larger and more pleasant quarters than when I visited it in its earlier years. It occupies a spacious and handsome building in the Back Bay district, near Trinity Church, the Museum, and the new Public Library—the noblest public building in America. The attendance is a little over one hundred.

Instead of a recess, each class in turn is taken to the assembly-room, and there drilled, by the regular teacher, for twenty minutes, in the Swedish movement system of gymnastics. Being in Boston, the centre of the propaganda of the Swedish plan, the authorities of the school have had all the teachers trained by the best experts so as to be able to teach physical culture on this method.

The Principal is well aware of the needs of the deaf-mute child in many other directions than those of the ordinary school-room studies, and in order to overcome some of the disadvantages of a day-school as compared with a home-school, she has arranged that the pupils bring their lunch, and has provided tables and everything necessary for table service, in the attic story. Here the children go at noon,—the primary and the advanced pupils at different periods—and spread the tables, then seat themselves and take their meal, the teacher remaining with her class and supervising the arrangement of the table and the manners of the children. The effect is very pleasing, and the children in

this way learn neatness, propriety of behaviour and also a good deal of every-day language. In the afternoon there are classes in needlework and kindred branches, and in sloyd. I think the results reached in these branches are, in proportion to the time spent on them, the best I have seen in any school. Indeed, when I enquired of a member of the School Board of Boston where I could see the sloyd system best exemplified, the Horace Mann School was one of three which he named as the best in the whole city.

There seems to be quite a general impression that sloyd means knife work and that it is adapted especially for pupils who are too small to handle the tools used in the Russian system of manual training, or in ordinary carpenter or joiner-work. On the contrary it appears that the knife has no place in the course of work laid out by Prof. Larsson, the head of the manual training department in the Boston schools, which is that followed in the Horace Mann School. The tools used are such as require the size and strength of twelve-year-old boys to use them. At the Boston Normal School I found Prof. Larsson instructing a class of teachers in the same kind of work. The difference between sloyd and the more generally used systems of manual training seems to be in principle about this—that in the Russian system, for instance, the pupil begins by practising chisel work or hammering, then he learns to make a joint and so on. Not until he has finished this course does he work on any thing to serve any other end than that of mere practice work. The sloyd pupil, on the other hand, begins by making something that has a purpose of its own. He learns the use of a gouge by hollowing out a pen-rack, he makes one little article after another, each a little more difficult of execution than the last, but throughout the whole course his effort is directed towards the creation of some thing which is to serve a purpose after it is made, and not merely to exercise his skill in the making. It seems that there is in this a certain analogy to the newer methods of teaching language and other branches. It dignifies the pupil's work in his own eyes, leads him to take more interest in it and affords opportunity for cultivating the kindly social feelings, since what he makes is very often intended as a gift to his teacher or to some one at home.

The Sarah Fuller Home is at West Medford, about twenty minutes' ride from Boston. The number of children at present is six, ranging from two to five years of age. It was at first maintained entirely by means contributed by private persons interested in the project, but has now obtained legislative recognition and draws money from the State. In the case of children from homes of squa-

lor and vice, the work of this Home is beyond value, taking them from their evil surroundings and giving them loving care and wise training at an age when they have not yet begun to be shaped into the likeness of the evil that surrounded their infancy.

The results of the teaching of such little ones can, of course, make but very little show in the line of tangible work already performed. It would be condemned by that very fact, if such were the case. The little hands wobble (no other word is quite so expressive) when they try to write or to draw, their attempts at speech are feeble and indistinct, as are those of a little hearing child, they can by no means sit prim and rigid through the hours of the school day.

But from what I saw I should say that this very early training serves a good purpose in drawing out the nature of the child, in implanting the feeling that the school is a place for happy activity, that the teacher is a dear friend and above all, that speech is the way to communicate with others.

In the classes from five to seven years of age the kindergarten methods are used, but there is a refreshing freedom from the bondage to prescribed detail which has made so much of the so-called kindergarten work sterile. Concerted actions, short periods of work, changing every fifteen minutes or so, devices to draw the attention and so cultivate that most important of the faculties, frequent exercises in brisk bodily movements to keep the little limbs from tiring of inaction, the training of the sense of form, of color, of touch, of muscular resistance, the leading out of the child to try his hand as a maker of some thing—these inform and animate the work in the primary department. Teachers of deaf children in the youngest grades should, I think, study kindergarten work, by no means copying every thing, but endeavouring to get at the principles on which it is based and adapting their work to the special needs of the deaf.

In comparing the oral work of a pure oral school with that of a "combined method" school, I have found that there is not much difference in the quality of speech, but that in the facility with which speech is read there is a decided difference in favor of the pure oral school.

This fact emphasizes the importance of using speech on every occasion where it can be understood, in conversation with the deaf.

The April issue of the *SILENT WORKER* contains an extensive write up of the New York school at Washington Heights together with a number of illustrations, one representing the ruins of the recently burned trade building. The gymnasium as portrayed is something superb. It must be a great pleasure to take exercise in an establishment so well furnished.—B., in *Lone Star Weekly*.

INDUSTRIAL DEPARTMENT

Conducted by G. S. Porter.

DEAF-MUTES who learn shoe making while at school usually have very little trouble in making a living by following that trade. They can start small shops of their own at small expense and get enough trade to keep them always busy. People must wear shoes, and as the life of a shoe is very short compared with other wearing apparel, the constant repairing must necessarily keep a large army of shoe-makers busy. Such shops conducted by deaf-mutes can be found in almost every city of moderate size. Trenton has one, Hamilton Square, a few miles out of Trenton, has another. I am personally acquainted with other such cases in other states, and in every instance the deaf-mutes' work gives entire satisfaction.

Quite a number of Institutions have barber shops conducted by those pupils who show a decided preference for that kind of work. Some people who are tired to death with the perpetual chatter of hearing barbers seem to think that if deaf and dumb barbers were employed it would be a blessing to the male part of the human race.

Some of our papers are published for revenue and some (a very few) for glory. Take the SILENT WORKER for instance, which pays more for paper and cuts than it receives for subscriptions and you have an instance of what can be and is done for the cause. The element of dollars and cents is side-tracked for the good that occurs to us from wide-spread dissemination of our progress, our abilities and the like.—A. L. P. in *Silent World*.

Of course we do not publish the paper for the sake of revenue. That is a secondary consideration, yet with a large list of paying subscribers we would be better able to accomplish our purpose. Our aim is to exercise every possible care in making the paper not only clean and interesting but to make it accurate and artistic typographically.

This habit of being accurate makes the youthful "typos" feel a certain responsibility that whatever they do they must do it neatly, carefully and thoughtfully.

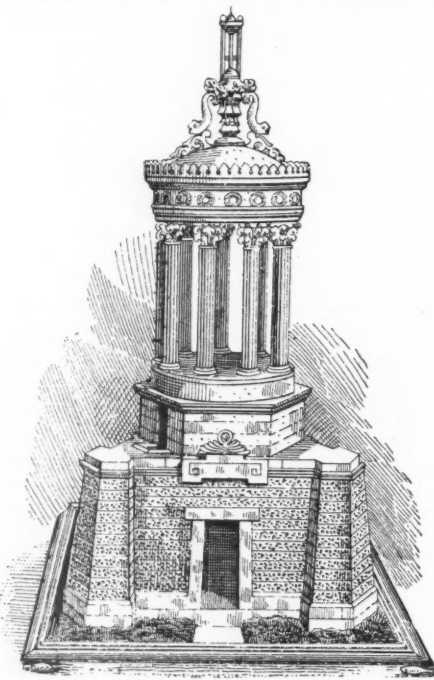
This is where the industrial instructor should feel his responsibility. If the pupils are allowed their own way, and work is permitted to issue from the shop in a slipshod perfunctory manner, it does an irreparable injury to those learning the trade, to the material in use, and to the school from which such work is allowed to go abroad.

Mr. Emanuel Souweine, the deaf-mute engraver of 210 Canal street,

N. Y., was recently burned out, but immediately set up and resumed his business next door from his old stand. Mr. Souweine, notwithstanding the fact that wood engraving has been driven to the wall by process work, has had a successful run of business, employing several assistants and enlarging his plant several times. It was but recently he added photo-engraving so as to keep abreast with the march of trade. He is a graduate of Dr. Green's pure-oral school in New York, but although he can read the lips and speak tolerably well he does not feel that he can rely on his speech in business transactions, so resorts to the pad and pencil. He never makes use of his deafness, as an

there are times when we cannot find out who the photographer of such and such a picture was. For instance, the beautiful cut of Kendall Green, which appeared in the May number, was loaned through the courtesy of Dr. E. M. Gallaudet. It was engraved and used in the last report of the College, but we could not tell at the time whether the view was taken by a hearing or a deaf photographer. And again, in the same issue, in our desire to give proper credit, Mr. Kirshner was credited with what belonged to Mr. Theodore A. Kiesel of Gallaudet College. If deaf-mutes will take the trouble to send us specimen copies of their work, we will be only too glad to give them proper credit in our columns, and under cuts of their work. Now, we regard Mr. Douglas as an artist in his line with few equals, as the picture of Kendall Green in last month's paper will show.

Mr. Theodore I. Lounsbury, of New



CORK MODEL MADE BY JOSEPH WATSON, AN UNEDUCATED DEAF-MUTE.

appeal to human sympathy, to secure orders, and has a strong contempt for persons using such methods; besides he does not think it is a good way to get work. We hope in some future issue to print some specimens of his work.

Mr. R. Douglas writes requesting us to make a public apology for not giving him credit for some of the fine views which have recently appeared in the pages of the SILENT WORKER. If we were guilty of intentionally detracting from Mr. Douglas any credit that belongs to him we would take pleasure in giving him that satisfaction. But we are not guilty of any such practice and do not feel that we have any apology to make. We always make it a point to give proper credit to deaf persons for their work, in fact we are anxious to do so, but

York, better known in deaf-mute journalism as "Ted," has opened a job printing office at 999 Third Avenue. It will be remembered that Mr. Lounsbury conducted a similar business a few years ago, but gave it up after a short time. Mr. Lounsbury learned his trade at the New York Institution under Mr. E. A. Hodgson, and has since graduation in 1884, had considerable experience in all branches of printing, including reporting and editing. He is a young man of more than the average intelligence and ambition, and it is hoped he will succeed and become a living example of what a deaf man in business can be.

I have heard much about Harry White's paper, the *National Gazette*, but have not received a copy yet. Harry White is a vigorous and

forcible writer. He founded the deaf-mute school at Salt Lake City, and was for some time its principal, but was forced to give up his place to a hearing man. Since then he has been a member of the firm of Acheson & Co., Printers, in Boston, from which the paper is published.

President E. M. Gallaudet, in the last report of the Gallaudet College, announces the following in regard to the proposed technical department:

It has been decided by the Directors of inauguration, in September, 1896, a course of technical study, in accordance with urgent requests from the Conference of Superintendents and Principals of American Schools for the Deaf, and from the Alumni of the College. It is not possible, at this time, to give the details of this course, but it is the purpose of the Directors to include, as soon as practicable, architecture, practical chemistry, electrical and mechanical engineering, surveying, ornamental gardening and floriculture, application of art to manufactures, and such other branches of study as may seem best adapted to widen the field of possible employment to the more intelligent of the deaf of the country. The requirements for admission to the Technical Department will be equivalent to those for entering the Freshman Class.

The art teacher of the New Jersey School thinks that the following is one of the best articles on drawing, in its relation to deaf-mutes, she has ever seen in print:

At the present time, when sense cultivation, particularly hand-and-eye training, holds a prominent place in education it may be worth while briefly to consider what is the value of drawing as part of the curriculum of a school, especially of a school for the education of deaf-mutes; and the purpose which it may serve.

By "drawing" in a school we do not mean "art," but, the solid foundation of a knowledge of straight lines and curves, as they occur in the simplest and most common assortments. The art of painting, sculpture and design may follow, but with them during school life it is not necessary we should concern ourselves. It is chiefly a mechanical exercise, but yet serves to awaken artistic sensibility, if taught with intelligence, and affords invaluable opportunities for the use of such language as is used in most handicrafts.

Drawing acquires an additional interest when considered in relation to the deaf and dumb, for all things that happen around them appear as moving or stationary pictures wholly devoid of the accompanying sounds which arrest the attention of those who hear. To obtain much of the knowledge of external things, which hearing persons may gain in another way, the deaf are dependent entirely upon sight.

"That princely sense,
Which binds ideas in one and makes them live."

The untaught deaf-mute seizes by instinct upon outstanding characteristics of shape or motion in anything he has noticed; and in pantomimic gesture reproduces these peculiarities with sufficient accuracy to enable anyone to catch the thought he wishes to express. Since discrimination is one of the chief tests of nervous development, and deaf-mutes are so keenly alive to these differences of form, it is legitimate to conclude that they have a peculiar aptitude for drawing. This same instinctive skill is particularly exhibited in the rapidity with which a

class of beginners learns to write, and the excellent formation of the letters, in this respect far out-distancing hearing children of an equal duration of school life, as almost every visitor who knows anything at all about teaching remarks. It is unfortunately sure, however, that the stress of rapid transcription afterwards much impairs this early accuracy, but a little less haste would ensure its continuance.

Drawing, in the first place, trains the eye to a still keener appreciation of form, and, when tinted shading is added, to a clearer perception of colour. Along with the more acute discrimination of the eye is carried a higher degree of skill in the hand in the work of construction. Skill of hand grows in proportion as the eye better perceives difference where likeness was intended, and skill of eye increases the more closely the copy approximates to the model.

The earlier exercises should be executed with pencil and ruler. Straight lines, upright, horizontal or oblique, singly or in groups, of less or greater length, can easily be taught, accompanied by their names. These can be halved, or otherwise divided by directions written or spoken. Combined, they give angles, crosses, squares, oblongs and triangles, and with these can be built up a door, a window-frame, a gas-lamp, and a considerable number of other common objects, thus obviating a tedium which might otherwise ensue.

Then follow curved lines, in different directions and of varying curvature, using the right-lined figures as a guide. The circle fits into the squares, or circumscribes the cross; the ellipse goes with the oblong; and the shield is based on the triangle. Apples, pears, plums, leaves of trees, vases, and many other objects are reducible to a right-lined groundwork.

The use of a ruler where needed, and the habit of performing operations in answer to command, are invaluable when scale-drawing and geometry are reached; and a knowledge of these latter is essential if technical training is added, for each exercise is expected to be done from a working drawing, made by the pupil himself, showing all measurements.

So far we have considered alone the more practical value of drawing, but it has a place of its own in mental and moral culture. It strengthens the habit of close attention, and consequently improves the faculty of imitation; it exercises the reason, and affords an outlet to the innate desire to do, to construct; it gratifies and stimulates the sentiments affected by neatness and symmetry; and perhaps more than any other school exercises, cultivates self-reliance.—*Q. in Silent Messenger.*

TYPE-SETTING MACHINES.

Not long ago I visited a printing office where they had but lately introduced type-setting machines. "Thorne" is the name of these machines. There are some better and some worse. It is not my aim to boom the "Thorne," nor to say any thing against it in bringing the subject before the public, but to give the reader an exact idea what operating a type-setting machine is like. It requires an expert operator. Not a man who can operate the key-board, but one who is a thoroughly practical compositor in every sense of the word. A skilled operator can set 4,500 ems per hour, sometimes more, but at the same time it requires a man to adjust the type in the "galley" as fast as they are set, and it is not every man that can do this. I watched very closely the working of three of these

machines. That they are far superior to the article that twenty years ago ruined many printers, there is no denying the fact, but the claim that any one than a printer can operate the "Thorne" or any other kind of machine must be refuted. I asked the foreman in charge of the composing-room if such was possible. He laughed and said it was madness to think of such a thing. At the coming convention of Trade Instructors at Flint, Mich., next month, I hope that the idea that type-setting machines can be introduced in to schools for the deaf will be set at rest once and for all.

A QUAD.

JOSEPH WATSON.

The Uneducated Deaf-Mute Artist of Ayr.

I have known many uneducated deaf-mutes who were far better workmen than educated deaf or hearing

Brig o' Doon (with figure of Tam o' Shanter on his mare, followed by the witches in mid-air), Burns' Cottage (with furniture,) Address to the Toothache, Address to a Mouse, Auld Wallace Tower.

Poor Watson came to a sad end on the 22nd or 23rd of September, 1888. The following cutting from a Kilmarnock paper explains the circumstances of his death:—"The body of an old man was found on the railway near Auchinleck, on Sunday morning, 23rd September last. The name of Joseph Watson on a slip of paper, with £15 and a gold watch, were found in deceased's pockets, and the remains were supposed to be those of Joseph Watson, deaf-mute, who resided in Ayr, and being away from home, was expected back on Saturday, but did not return. The watch had stopped at 9:30, which had just allowed time to walk from the train to the spot where he met his death. He



THE LATE JOSEPH WATSON.

people. This was the case with Joseph Watson, the subject of this brief sketch. He was born in 1811, before schools for the deaf and dumb were opened in Scotland. He grew up without any knowledge of reading, writing, or language; this, however, did not hinder him learning his trade as a weaver. He afterwards started as a barber on his own account with wonderful success until his death. He was intelligent and industrious, and possessed no small measure of wit. In his latter year he became quite famous locally by his skill in making beautiful and perfect models of scenes in the land of Burns. The following models in cork, executed by Joseph Watson, have for some time been on exhibition at the Rooms of the Ayrshire Mission for the Deaf and Dumb at Kilmarnock;—Burns monument, Auld Alloway Kirk, Auld

J. A. McIlvaine, '93, who has been studying architecture in the Boston Institute of Technology, recently won against a large field of competitors, a "first second-mention" for a design of a private theatre.—*Buff and Blue.*

Plea on Behalf of the Deaf and Dumb.

We plead not for the hungry nor the poor: Though great their wants, we plead for greater still—

We plead for prisoned souls within a land Where silence ever reigns, forbidding sounds

Alike of coarser or of finer strain.

Where the Spring blooms indeed, but all the birds

Have lost their notes of gladness and of praise;

And waters fall all noiseless, and the trees, Stirred by the breeze, ne'er rustle to be heard.

And men who are their brothers seem to them

Like phantom forms, who silent come and go.

The voice of love is heard not, nor of pain: God only knows how many, many hearts

Sigh for some wider sphere, to them unknown,

To which their thoughts may rise, but all in vain.

And as the lark, imprisoned in a cage, Longs for his native skies on some bright day,

And beats his back against his prison roof Their spirits flutter for a better life.

Oh! you by whom the music of the bell Is heard on Sabbath over hill and dale,

Inviting all to drink of that pure stream Whose waters mingle in another world

With the pure Fount of God, and flow from thence

For thirsty wanderers in sorrow's vale, To drink, and live, and smile through all their tears,

Will you not give a cup to sorrow's child— Convey the blessing to the Silent Land?

The still, small voice of God may there be heard,

Though all things there are silent. But how can

Their hearts believe on whom they have not heard,

Or hear without a preacher? He who made The deaf and dumb, in mercy also made

The minds of men, whose sympathy and love

For their benighted brothers, thought upon A language which was silent, but conveys

Feeling from heart to heart although not heard;

And thus with friendly hand to bridge the gulf

Which separates them from their fellow men.

How lovely are their feet upon the hills Who tidings bring of pardon and of peace!

What must it be to captives such as these The spirit of adoption to receive,

And have the Comforter within their heart? Oh! send interpreters to teach them, then,

The meaning of the Holy Word of God Build them a house in which to pray and

praise, Which they may call God's house, and His alone;

That, when our nation on a Sabbath morn, Or at its peaceful close, as with one heart

And with one voice, and in the self-same hour,

Offers its orisons, the silent may join also. And though silently they pray,

Yet Jesus hears, and if from saddened hearts Their prayers ascend, most likely to be

heard, And to return in blessings unto those

Who led their thoughts to find Devotion's Wing.

JANET A. NORTH,

Who lost her hearing in childhood.

BAD LUCK.

On account of the great humidity in the atmosphere during the course of printing some of these pages, it was impossible to do justice to some of the illustrations in this number of the "Silent Worker." We hope our readers will overlook the bad condition of the pictures and sympathize with us in our predicament.

NEW YORK.

The Annual May Meeting—Baseball—Field Day—Important Happenings of the Month.

THE annual May meeting and election of officers of the Fanwood School was held on Tuesday afternoon, May 21st, 1895. The following gentlemen were unanimously elected: President, Hon. Enoch L. Fancher; 1st Vice-President, Rev. Chas. A. Stoddard; 2d Vice-President, Mr. Morris K. Jesup; Secretary, Mr. Thatcher M. Adams; Treasurer, Mr. George A. Robbins. Messrs. Enoch L. Fancher, Avery T. Brown, Chas. A. Stoddard, Everett Herrick, Albert M. Paterson, Hewlett Scudder, James B. Ford and Benjamin Paterson, were elected Directors to serve until the Third Tuesday in May, 1898. At the close of the meeting, the members, under the guidance of Principal Currier, were afforded an opportunity of making a thorough inspection of the Institution in its daily routine. Among the features may be mentioned the drill by the boys and test of the emergency bell. At the sound of the bell in less time than it takes to tell it, the academic building was evacuated. This was highly satisfactory. It was only a test, and all returned to their respective class-rooms almost as quickly as they went out. Another feature was the gymnastic exhibition in the chapel at four o'clock. It included an indian-club drill by twelve girls, unique somersaults by a class of youngsters, parallel bars by the advanced boys, and humorous sign recitations by the only William G. Jones, M.A.

The Fanwood Baseball Club has not won a single game this year, but this does not mean that they are playing poor ball. They are playing better by far than they did last year, but this year their games have been with clubs much stronger than their own. This will prove a great benefit to the Fanwoods. Next Fall they may be heard of again. They have one game yet to play, June 8th, but they don't expect to win.

The Third Annual Field Day of the Fanwood Athletic Association, was held on May 30th, at the grounds of the Institution. The weather was fine and all that was desired for the occasion, but no new records were made, with the single exception of the mile run. A. Izquierdo ran the one hundred yards dash in trial heat in 10½, but in the final heat, he came in a poor second. The time was 11 seconds made by F. Avens, and it is the same as the record made by W. Boyd in 1891.

The officers of the day were:

Referee—Mr. Thomas F. Fox.

Starter—Mr. Trevanion G. Cook.

Judges at the Finish—Messrs. John Wilcox and Curtis Wilcox, Jr.

Timers—Mr. Isaac B. Gardner and Mr. William H. Van Tassel.

Official Scorer—Mr. Anthony Capelli.

Below is the summary of events with the winners of same:

One Hundred Yards Dash. First Heat—Izquierdo, first; Doody, second, time 10½ seconds. Second Heat—F. Avens, first; Picard, second. Time 11½ seconds. Final Heat (first and second of both event ran,) won by F. Avens, time 11 seconds, Izquierdo, second; Picard third.

High Jump—Elfein, first, 4 feet 7 inches; H. Lamm, second, 4 ft. 6 in.; Ellis, second, 4 ft. 6 in.; G. Hamm, third, 4 ft. 4 in.

Broad Jump—F. Avens, first, 17 ft. 11 in.; H. Lamm, second, 17 ft. 4 in.; J. A. Elfein, third, 17 ft. 2 in.

Pole Vault (Height)—R. McVea, first, 8 ft. 6 in.; A. Izquierdo, second, 8 ft.; F. Avens, third, 7½ ft.

Throwing the Baseball—G. Hamm, first, 260 ft.; Wm. Colwell, second, 258 ft.; H. Black, third, 255 ft. 5 in.

Pole Vault (Distance)—F. Avens, first, 24 ft.; R. McVea, second, 23 ft. 1 in.; H. Lamm, third, 21 ft. 10 in.

Mile Run—D. Meyer, first, 5 m. 27 s.; P. J. Kiernan, second; A. Baschen, third.

As it was for all-around championship, the following table will show, the total points made by each:

NAMES.	100-Yards Dash.	High Jump.	Broad Jump.	Pole Vault—Hgt.	Throwing Baseball.	Pole Vault—Dist.	Mile Run.	Total.	Rank.
Frank Avens.	5	5	1	5	16	1		22	1
Robert McVea.		3	3	5	8	2		22	2
Herman Lamm.		3	3	1	6	3		20	3
George Hamm.					6	4		10	4
Arthur Izquierdo.	2	1	3	5	6	4		21	5
John A. Elfein.		5	1		5	5		21	6
David Meyer.							5	3	7
Ellis Ellis, Jr.		3						3	8
Peter J. Kiernan.							3	3	9
William Colwell.				3	3	6		12	10
Francis Picard.	1				1	1		3	11
Asher Baschen.							1	1	12
Herman Black.				1	1			2	13

The First All-Around Athletic contest for indoor championship took place in the gymnasium on Saturday, May 18th, under the direction of Physical Director Cook. Below is the result. It may seem poor, it being the first contest, but when it is known that the records were made by novices it must be considered fair:—

NAMES.	High Jump.	Pole Vault.	Spring Broad Jump.	Pole Vault.	Obstacle Race.	Points.
F. Avens.	4-7	5-4	5-2	7-3	10	1
Colwell.	4-2	6-	4-8	6-6	1	9
Lamm.	4-2	6-	5-10	5-4	2	8
Ellis.	4-5	4-10	5-2	5-	2	6
Taylor.	4-4	5-4	5-10	6-	5	5
Cox.	4-2	5-4	4-8	6-9	3	3
Kreiseldorf.	4-4	6-	5-4	5-4	1	1
McVea.	4-	5-2	5-6	6-	1	1
Izquierdo.	3-8	5-4	5-	6-	3	1
W. Long.	4-	5-8	4-10	5-	0	0
Elfein.	4-4	5-2	4-8	5-4	0	0
Muench.	3-10	5-	4-8	5-4	0	0
J. Avens.	3-10	5-8	4-8	5-4	0	0
D. Meyer.	3-8	4-8	4-8	4-8	0	0
Moeslin.	4-2	5-6	5-4	6-	0	0

NOTES.

Mr. Theodore I. Lounsbury has opened a job-printing office, at 999 Third Ave., opposite the famous Bloomingdale Emporium. His type are of the latest design, and I need not add the workmanship will be first-class, as Mr. Lounsbury is a good printer, and ought to meet with success.

Mr. E. Souweine, the wood engraver of 210 Canal Street, was completely

burned out on the evening of May 17th, but he started up again the next day at 208, next door, and is ready to fill any order. Good for Mr. Souweine! This shows that in the East the deaf are up to date.

The weather on Saturday was very HOT—but that did not prevent the Fanwood Quad Club from holding a business meeting. President Hodgson, was in Boston. Mr. Thomas F. Fox ably filled the chair. The report of the Picnic committee showed that financially the affair is an assured success. A new fund was opened, which is to be known as the "Philadelphia Fund." Members of the club only can take shares; the limit is two shares each. Eighteen have already joined. It is hoped that many more, if not all, will join, so that New York will be able to send a big delegation to the Fifth Convention of the National Association of the Deaf, which meets in Philadelphia in the summer of 1896.

During the progress of the debate, it was so warm that it behooved one of the members, Louis Morris, to rise and make an amendment to the Philadelphia Fund. He wanted to include a trip to the North Pole next year, provided the weather was as hot as on the evening of the meeting—95° in the shade. The amendment did not go, and the chair fined him for the joke. The Fanwood Quad Club's picnic, at Wendel's Park, 194th street and Amsterdam avenue, promises to surpass any yet given by this popular club. The park has undergone much improvement. It is now one of the most desirable parks in New York City. It can be reached by the four "L" roads at 125th street and thence by cable cars.

The date is Saturday, June 28th. It is hoped that many of our Jersey cousins will grace the event with their presence. All are welcome. A good time is assured to all. The games alone are an attraction. The dancing will be kept up afternoon and evening.

The Ida Montgomery Circle, which first saw the light of day about six years ago at Fanwood, named after Miss Ida Montgomery, their teacher, now meet monthly at the rooms of the Young Men's Christian Association, on 125th street. On June 4th they held their first reception, and on this occasion their many friends who were present highly complimented them in keeping up the organization, which reflects great honor to the young ladies, as well as to the school that educated them—FANWOOD. The reception committee, who brought the affair to a successful termination, consisted of Mrs. Wm. H. Rose, Mrs. Frank Turner and Miss Martha Hasty. Among those present were Miss Ida Montgomery, Mr. and Mrs. W. G. Jones, Mr. and Mrs. C. T. Thompson, Mr. and Mrs. W. H. Rose, Misses Myra L. Barrager, Nellie and Mary

Long, Martha Hasty, Mamie Elsworth, Mabel Pearce and Miss Annie L. Waidler, and Messrs. E. A. Hodgson, Louis Divine, Frank Avens, William S. Abrams, H. Golland and R. E. Maynard.

This progressive young ladies' club is a honor to New York City, and it is hoped that they will continue to thrive in the future as they have in the past. The officers are: Miss Montgomery, Counsellor; Miss Katie Logue, President; Miss Mamie Elsworth, Vice-President; Mrs. W. H. Rose, Secretary; Miss Martha Hasty, Treasurer; Miss Mabel Pearce, Librarian; Miss W. H. Rose, Mrs. F. Turner, and Martha Hasty, with the above consist the Executive Committee.

June, the month of roses, has come again. The SILENT WORKER again will suspend publication until September. Looking back to the ten months (including this number) it must be said that it has improved tenfold. Next year I hope that it will appear semi-monthly.

The article entitled "The Deaf and Dumb Witness," which appeared in the SILENT WORKER, and credited to the *Lazy Land* originally appeared in the *New York Deaf-Mutes' Journal*. It appears that it has been copied by more than one publication. The one printed in the SILENT WORKER was exactly the same as the original one printed in the *Journal*, while other publications have altered the article somewhat.

The Ladies of the Xavier club (deaf-mutes) gave a reception at their rooms, 71 Seventh avenue, on Wednesday evening, May 29th. About sixty were present. There was music and dancing. Refreshments were served and at midnight it was brought to a happy termination.

Mr. Frank Turner, the champion athlete of his day at Fanwood, was married to Miss Ella F. Taylor on Saturday, June 1st. Rev. Dr. Galaudet performed the ceremony that now binds them as man and wife forever, better or for worse. We hope that their union will be a happy one. They are both graduates of Fanwood.

The engagement of Miss Katie Logue to Mr. Henry Buermann is announced. They are both graduates of Fanwood. Mr. Buermann is a job-compositor, and ranks among the best.

J. M. Black, a former pupil of Fanwood, of Rahway, N. J., was elected to membership of the Fanwood Quad Club at the last regular business meeting, June 1st.

The mother of Mrs. E. A. Hodgson died at Auburndale, Mass., on June 3. The remains were taken to Elmira, N. Y., for interment.

The Annual Commencement at Fanwood takes place on June 11th, this year. By the time the issue of this paper reaches its readers, school will have closed. A QUAD.

CAMPING ON THE DELAWARE. One Week's Sport With Rod and Rifle.

BY "BOB WHITE."

(A pupil in the New Jersey School for Deaf-Mutes.)

ONE afternoon in the beautiful month of August, 1894, two boys were lying in the shade of a venerable oak-tree discussing the prospects of a fishing trip to take place on the following day. We decided not to go on our proposed fishing-trip, but instead we laid our plans for a camping expedition.

This conversation took place on Thursday, and we decided to go on the Monday following. It took us the better part of two days to get all the things that we would need for the trip.

Oh! but weren't those three days twice as long as they really were? At least, it seemed so to me. At last the day came, and we put all our articles together and tied them up. They made two large bundles. The other bundle only contained our large "A," or wedge-tent. On the afternoon of the appointed day, we were ready to start. I, with my father's consent, hooked up our favorite horse, and hauled our bundles down to the Delaware River, where our boat lay at anchor.

I was in such an anxious frame of mind, that I drove those two miles on a trot, there and back. After I arrived home I was in such a hurry to be off in earnest that in my haste I forgot to take the harness off the horse. After running the wagon under the shed, I went into the house and got my rod and rifle. Then I bade my parents *au revoir* and started for my friend's house. After an hour's walk, we reached the place where our boat lay at anchor in the river. We pulled the boat over the tow-path into the Delaware and Raritan canal. Putting our packs in it, we took up the oars and were off in grand style. All this time the sky was overcast, and at intervals the thundering voice of Jupiter could be heard. But not by the one who writes this. My friend put his hands to his ears and looked upward, I knew what it meant. When we were nearly opposite a shanty belonging to the Pennsylvania R. R. Co., the rain came down in torrents. We pulled for shore and anchored our boat; throwing our tent over our supplies, we ran up to the shanty. We stayed here for about an hour, I going to sleep on a pile of old rope. When I awoke, Tom was not in the shanty, but I found him outside sitting on a railroad tie, talking to the "boss" of a quarry, near by. As soon as the

sun shone again, we resumed our journey. After an hour's hard rowing we came in sight of our camping-place. We rowed to the shore, then unloaded our packs, and pulled the boat out of the canal, and rolled it down a steep bank on a couple of rollers into the Delaware. Then we were near the site of our camping-place. Such a camping ground; it was simply a beautiful place, encompassed by a fringe of young willows, and covered with small round stones, and in some places with sand, ankle-deep.

When I arrived at camp Tom had just built a fire, and was ready to get supper. How beautiful it was to lie there and look across the river. The sun was just setting and cast its beautiful colored rays across the stream. It was a well chosen place

eggs and the customary articles—bread and coffee.

About nine o'clock in the morning, Tom heard the tinkle of a cow's-bell, so we knew that there must be a cow in the vicinity of our camp. Tom followed in the direction from which the sound came, and we soon found her cowship. She was a large gentle old creature. Tom succeeded in getting a quart of rich milk from her, which lasted us two days. We then returned to camp and prepared to try our luck on the finny tribe.

"Make your line and tackle ready:
With a careful hand and steady
Cast your line
In the foam beside the eddy."

I took some helgramites, (called "googleys" by country boys) and Tom some little toads, as bait. We both started out in opposite directions. I knew where two old bass were in the habit of keeping, so thither I went. Baiting the hook I threw my line far out into the stream, into the very place where I knew them to be. As soon as it struck the water it was seized in the jaws of one of the very fellows I had come after. I did not land him for fully ten minutes, then he gave up the game and I landed him on terra-firma. He was a fine old fellow, and tipped the scales at a little less than 3½ pounds. After that I caught about a dozen fair-sized sunfish. Then as it was near noon, I returned to camp. Tom had not returned yet, so I hung my fish on the tent pole so that he could see them on his return. I then crawled under the tent and read a story from *Outing*, one of the best papers for sportsmen that I have ever read. In about a half hour he returned and had seventeen fine sunfish, and four bass, one of which weighed 2½ pounds. That afternoon we cleaned our fish, and enjoyed a refreshing swim. At night the weather was fine. We both slept well that night, but we

were bothered by a lot of bugs that kept crawling across our faces. The next morning we spent in doing almost nothing. In the afternoon we took our rifles and went out after bullfrogs. I succeeded in shooting eight and missed three; Tom shot at twelve and got eleven.

The supper that we had that night was the crowning meal we had since coming to the island. It consisted of fried-bass, eggs, frog's-legs, and water-cress. In the morning we pulled down our tent, and put all of our outfit together and put it in the boat, rowed up the river about two miles, and pulled our boat out of the river into the canal. We then rowed up to Ellmaker Isle, a



From "OUTING."

ONE WEEK'S SPORTS.

We put our packs back into the boat, and rowed across to our camping-place. When near the shore we gave three mighty pulls on the oars, and glided swiftly over a spot, which we knew to be well-stocked with black-bass. It was then just 4 o'clock, but it was five or half-past before we got our tent put up. After it was up, I gathered a lot of young willow branches and threw them inside of the tent; and over these I put a horse-blanket. Then I gathered wood for a fire, while Tom made a fire-place out of stones. After I had done my share of the work, I hunted up my rod and catching a little toad, I put him on my hook, and went to a place where a tree had fallen into the river. After I arrived I first threw some other

where we pitched our tent—

"By the river rapid flowing,
With the weeping willows bestowing,
Life and health,
Nature's wealth,
See! the camp-fire flame is glowing."

Soon after we had eaten our supper it began to rain again. This made us "tumble in" in a hurry. It was a hard bed that we had to sleep on that night. We agreed that the one who first awoke in the morning, should build the fire and prepare breakfast. When I awoke that morning Tom was outside trying to build a fire, but it was a hard job, as the wood had been lying out in the rain. I crawled out from under my blankets and prepared for breakfast. Breakfast consisted of fried-bass, pork,

large island well-known as a picnic resort. We stayed there until three o'clock p.m., and then started home. Arriving at our anchoring-place, we put our outfit in a shanty and plodded home.

The next day we drove down and took our outfit home. While unpacking it we made a vow to camp on that island again the next year—August 1895, that is, if we both lived to see that time.

5-29-95.

FOREIGN.

THE LATE SAUL MAGSON.

(From the British Deaf-Mute.)

THE brief intimation contained in our May issue, announcing the death of the late Mr. Magson, of Southport, was intended to be followed by the fuller record which we now proceed to place before our readers. This is due both



SAUL MAGSON.

to the deceased and for the purposes of this periodical, which is to keep our friends informed on those subjects which are alike instructive and interesting. The life of Mr. Magson fulfils both these conditions; and in these aspects we hope in this page to make it better known. A life extended to more than fourscore years, and the retirement in which, through age and failing strength, his later years were spent, had caused him to be much less known to the later generation of the deaf than to their predecessors. To the latter he was well-known. Some of these had known him as a schoolfellow, and others as an active pioneer in that work of usefulness which has been taken up so zealously by the various adult societies during the last quarter of a century. He had taken and held a prominent position in the ranks of the deaf and dumb as far back as fifty years ago, and was well-known and highly esteemed by both the deaf and the hearing in Manchester and the surrounding districts. It was in Manchester that he was born and educated and in Manchester he passed the whole of his active life after his school life was over. He was one of the earliest pupils of the school established there, in 1825, though its place of origin was not Manchester at all, but Salford.

Born in August, 1813, he was admitted to the School in February, 1825, the then head-master being Mr. Vaughan, who had been an assistant under Dr. Watson, the first head-master of the London Asylum, Old Kent Road. On leaving school—where his subsequent career showed he must have made good use of his opportunities—he received an appointment in the Manchester Town Hall, and in this situation he remained for more than forty years, when he retired. In the meantime he had undertaken the additional Sunday work in connection with the deaf and dumb which he performed so devotedly, and which entitles him to be held in esteem amongst us now he is gone. In one of the first reports of the Manchester Adult Deaf and Dumb Society his is the very name that is mentioned. The Society had been organized

in 1850; and not only does his name appear in the first list of subscribers (for 1850,) but it is stated there that the operations of the Society had been performed up to the previous midsummer "by the voluntary services of Mr. Magson and Mr. Patterson and his assistants." We learn from another source that while engaged in his weekly duties, and living with his relations, he employed his Sundays in holding services at Ashton-under-Lyne, Oldham, Bury, Rochdale, &c., leaving home early in the morning and not getting back until late at night. Besides this, the greater part of Saturday was devoted to preparation for the duties of the following day.

He was always glad to see his deaf friends, and those engaged in the work of benefiting them. Among those whose society he thus enjoyed were Messrs. Hogg, Jones and Goodwin, his associates in the adult work, and also Mr. Stainer and Mr. Downing who conducted it. He continued in intimate connection with the Adult Society as long as he lived in Manchester, and his name continued in the annual report as a subscriber to the end of his life. In October, 1880, on his leaving Manchester for Southport, where the rest of his life was spent, a number of his friends held a meeting and presented him with a complimentary address in testimony of their high regard and great respect for his long life of usefulness. They stated that he had been connected with the Society for upwards of thirty-five years. His length of service under the municipal authorities of Manchester also received many recognitions. It is stated of him that while there he was highly respected for his integrity of character and careful industry. He was methodical, and notably punctual. He often spoke of the friendly appreciation and kindness he received from the late Sir Joseph Heron, the first Town Clerk of Manchester, in whose department he was employed.

It is believed that he lost his hearing when about two years of age, as he had a severe illness at that time attended with convulsions. In one respect his example is especially worthy of commendation and of imitation, and is not, we fear, so generally followed as it might be—he was a good servant; he knew his own mind; he knew when he was well off, and he was not one of those who are "given to change." The consequence was that he was never out of a situation. He kept the same situation and no other for forty years. Oh, that the younger generation of the deaf were more like him!

With a good name, and in honour amongst his friends, he has passed to his rest, and to the more immediate presence of his Lord and Saviour. He departed this life on the 12th of April, and was interred in the Cemetery at Cheetham Hill, Manchester, on the 16th April, 1894.

"Only the actions of the just
Smell sweet and blossom in the dust."

THE LATE H. G. G. AYSHFORD.

Henry George Ginner Ayshford, so well-known as the Secretary of the National Deaf and Dumb Teetotal Society, was born October 30th, 1861, and was the son of Mr. and Mrs. Aaron Ayshford, of Dalton. His hearing left him at the age of eight, through scarlet fever, but he never went to any school for the deaf, and was educated with his own brothers and sisters; his speech he kept up in a remarkable manner, and also his music, both speaking and playing in public at temperance meeting and conversations. It was in the year 1878, that he first became connected with temperance work, and somewhat about that time the Rev.—Pilkington, of St. Mark's, Dalton, introduced Mr. Ayshford to the Rev. Dr. Stainer; this led to his becoming connected with the Deaf and Dumb, attending worship at St. Matthew's, Bethnal Green, where he frequently assisted by spelling some portion of the service to his deaf brethren.

On January 5th, 1880, he joined the National Deaf and Dumb Teetotal Society, became a member of its Committee in November, and in the next year, 1881, accepted the post of secretary to the Society.

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Miss J. G. Franklin (whom he afterwards married) was at the same time elected hon. treasurer. Rheumatic fever four times left him with heart disease, and for some years he was very delicate; but in spite of much suffering (he was also a cripple through the fever) he laboured on for Christ and temperance. A sort of climax in the gratitude and admiration of his friends was reached November 22nd, 1892, when he received at a general meeting of teetotalers a testimonial, not too soon, and but a small one. His virtues were numerous, and may freely be told. Perseverance, courage, piety, and affection; all these he lavished upon his work and friends. The art of preaching to the deaf he well understood, and sermon notes of his that we have are a model of exact thought. The minutes and money matters of the Temperance Society he wrote and managed almost without mistake.

Mr. Ayshford died suddenly on the 14th of July last.

At a Committee of the National Deaf and Dumb Teetotal Society, a sincere vote of sympathy with his sorrowing wife was passed in August, and it was decided to erect some memorial to his memory.



MR. H. G. G. AYSHFORD.



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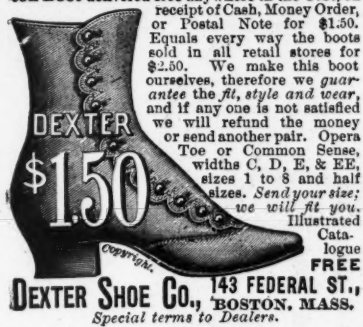
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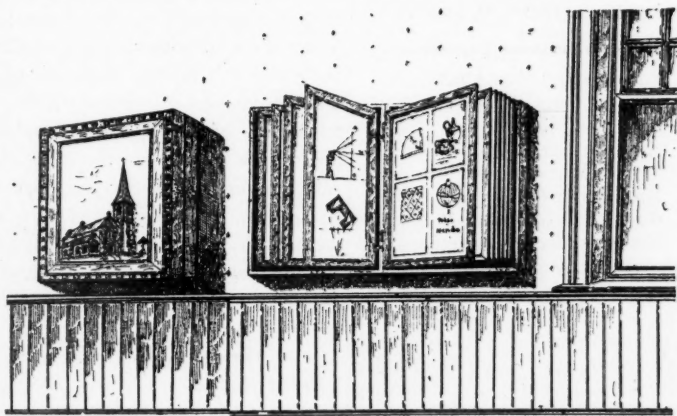
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